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ABSTRACT

The purpose of this project was to develop a more relevant and utilitarian English/language arts and communications media program for technical school students in Grades 10-12. During Phase I, the curriculum was developed by a team of teachers and implemented at each of the grade levels. Evaluation of the program was accomplished through surveying students, English teachers, administrators, and supervisory personnel. Some findings from the evaluation were: (1) Most of the Grade 10 students felt they learned at least as much during the new program as they had in past years, and 73 percent of them felt their reading ability improved at least somewhat, (2) A total of 89 percent of Grade 11 students indicated that their writing had improved, (3) Grade 12 students responded better to vocabulary studies from current newspapers and magazines than from the literature read in class, and (4) Most of the administrators felt that the technical students' attitudes were about the same as other students. The project proposal, sample evaluation forms, course outlines, and evaluative comments from students are appended, and an addendum comparing the project's accomplishments with education goals of the State of Pennsylvania is included. (SB)

ED 072176

NESHAMINY SCHOOL DISTRICT
LANGHORNE, PENNSYLVANIA

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Addendum To

ANNUAL PHASE I REPORT - BVTCE - RCU

PROJECT PROPOSAL NO. 19-1032

A Review Of Neshaminy School District's Exemplary Vocational-Technical English/Language Arts Program Against the Commonwealth of Pennsylvania's Ten Goals For Quality Education Focusing On Goals One, Three and Seven

VT 017749

August, 1972
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NESHAMINY SCHOOL DISTRICT
LANGHORNE, PENNSYLVANIA

PREFACE

A REVIEW OF NESHAMINY SCHOOL DISTRICT'S EXEMPLARY VOCATIONAL-TECHNICAL ENGLISH/LANGUAGE ARTS PROGRAM AGAINST COMMONWEALTH GOALS FOR QUALITY EDUCATION FOCUSING ON GOALS ONE, THREE AND SEVEN

The Neshaminy Senior High School, Vocational-Technical English team of teachers involved in developing a model English program for vocational-technical students, acting on the advice of our Intermediate Unit Consulting Staff (Dr. Bernabei), has examined the results of their year's work (September, 1971 - June, 1972), in light of the Commonwealth's Goals For Quality Education. Because of the limitation of time, the project staff addressed itself to only three of the ten state goals detailed in the Quality Education Program Study for the Commonwealth of Pennsylvania.

GOAL ONE: SELF UNDERSTANDING

Quality Education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

GOAL THREE: BASIC SKILLS

Quality Education should help every child acquire to the fullest extent possible for him mastery of the basic skills in the use of words and numbers.

GOAL SEVEN: CREATIVITY

Quality Education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

These goals seem to parallel most directly the objectives outlined in the Neshaminy School District's Vocational-Technical School Project Proposal (Phase I). To report succinctly the results of this evaluation of their new program, the teacher-team has chosen to use an outline-type format. Each major division underscores the State Goal, followed by Project and Instructional Performance Objectives.

GOAL ONE: SELF UNDERSTANDING

Quality Education Should Help Every Child Acquire The Greatest Possible Understanding Of Himself And An Appreciation Of His Worthiness As A Member Of Society.

Project Objectives and Instructional Performance Objectives

1. Students demonstrated competency or willingness to test their competency by attempting a task.

   1.1 Each student contributed to a class discussion (other than by recitation).

   1.2 Each student presented to the class at least one creative project a semester.

   1.3 Students produced, directed and narrated a film presentation of a Neshaminy School District Humanities Program. The week long program, which featured explorer, Mr. Samuel Horst and his Alaskan artifacts was viewed by all the second grade children in the district.

   1.4 Students devised and implemented examples of ongoing classroom exhibits in the hallway showcase.

   1.5 Students read aloud and acted out plays in class.

   1.6 Students brought to school their own musical instruments and played them as background music in class presentations.

   1.7 Students demonstrated and articulated vocational-technical skills learned at Bucks County Technical School.

      1.7-1 auto repair
      1.7-2 cake decorating
      1.7-3 cooking demonstration
      1.7-4 cosmotology demonstration
         (a) hair setting
         (b) hair coloring
         (c) manicuring
         (d) facials
         (e) customer relations

   1.8 Students taped panel discussions, organizing seating arrangements for maximum accoustical effectiveness.

1.9 Students taped Arthur Miller's play The Pussycat And The Expert Plumber Who Was A Man and divided responsibilities for directing, acting, taping and sound effects. The sound effects materials were brought from students' homes and the taping was done in the classroom.

1.10 Students videotaped the final act of Reginald Rose's Thunder In Sycamore Street. Students supplied props, pre-recorded sound effects.

1.11 Students volunteered to make, or made a presentation.

1.11-1 Students presented and articulated collages depicting themes from "Americans Looking At America" (unit).

1.11-2 Students presented oral interpretations of their favorite poems.

1.11-3 Students articulated a film presentation of a walking tour of historic Philadelphia.

1.11-4 Students articulated color lift slide presentations of interpretations of sea poetry.

1.11-5 Students articulated slide presentations of various units studied throughout the year.

1.11-6 Students photographed and explained in writing examples of ecological problems such as threats to wildlife and air and water pollution.

2. Students attempted to improve their general capabilities or their academic standing.

2.1 Students changed their academic environment so as to best utilize or improve their learning potential.

2.1-1 Students went outside of the classroom in order to study environmental changes and problems on different parts of the campus.

2.1-2 Students went to a neighboring school to film a second grade class trip.

2.1-3 Students participated in an all day fishing trip off the Jersey coast as part of a thematic unit.

2.1-4 Students participated in an all day visit and tour of Mystic, Connecticut as part of a thematic unit.

2.1-5 Students participated in an all day visit to the Smithsonian Institution in Washington, D. C.

2.1-6 Students participated in a walking tour of historic Philadelphia.

2.1-7 Students attended a theatre presentation of You're A Good Man Charley Brown at the Bucks County Playhouse, New Hope, Pennsylvania.

2.1-8 Students viewed presentations at the Neshaminy Arts Festival.

2.1-9 Students attended a film presentation of The Marsh and a lecture by Mr. James Edwards, member of the Neshaminy Senior High School Biology Department, on the study of ecology as an adjunct of the sea unit.

2.1-10 Students attend a lecture given by Mr. William Macht, Coordinator of Pupil Personnel Services, Neshaminy School District, on whaling. Students took notes and viewed examples of scrimshaw.

2.2 Students asked for help in learning a subject or skill (not including joining a remedial or slow group or instances in which the important aspect is the resulting change in the student).

2.3 Students studied or did extra work.

2.3-1 Students, lacking in academic ability, did work in addition to an assignment.

2.3-2 Students, doing poor work, admitted they were not working to capacity studied, did show increased effort and improvement.

2.3-3 Students worked to improve or did work that resulted in improved grades (including "extra credit" work).

2.3-4 Student who already excelled academically stated that he intended to improve and improved his academic standing.

2.4 Students demonstrated a positive attitude towards school.

2.4-1 Students took an overnight weekend camping trip to find examples of environmental problems.

2.4-2 Students continued work on color slide projects during the two weeks they were absent from home school.

2.4-3 Students brought in their own cameras for class projects.

2.4-4 Students brought their own film and paid for developing film.

2.4-5 Students developed their own film.

2.4-6 Students stated that they enjoyed English class more this year than in past years.

2.4-7 Student came to school to participate in home school activity during the time when he did not have to be in either the home school or the technical school.

2.4-8 Students stated that, while they were at technical school they wanted to be completely informed of home school activities.

3. Students deomonstrated by verbal statement or by selection of a course of action, that they were capable of accurate self-appraisal.

3.1 Student appraised himself accurately.

3.1-1 Student recognized both a positive and a negative quality, ability, or interest in himself.

3.1-2 Student recognized a positive quality, talent or trait in himself.

3.1-3 Student recognized a negative quality or ability in himself (not including apology for misbehavior).

3.1-4 Student admitted that he could not do well in a subject or that he had no knowledge of a subject.

3.1-5 Student, with leadership potential, admitted that he was capable of assuming responsibilities greater than he had at present.

3.1-6 Student indicated that he knew he had performed well on a test.

3.2 Student decided upon a course of action based on an accurate appraisal of his capabilities.

3.2-1 Student initiated, compiled and distributed a petition to all home school vocational-technical students concerning major changes in grading.

3.2-2 Student with outstanding qualifications nominated himself as a candidate for the position of president of the senior class.

4. Students demonstrated acceptable personal values or a willingness to act in accordance with personal values.

4.1 Students avoided situations that he found distasteful or activities that might harm him or lead to trouble.

4.1-1 Student requested seat change in order to avoid involvement in trouble.

4.2 Students demonstrated understanding of people's needs or concerns for others.

4.2-1 Students reacted negatively to an uncomplimentary term applied to a minority group.

4.2-2 Male students exhibited a chivalrous attitude toward female students in a softball game.

4.2-3 Students taught other students the use of technical equipment.

4.3 Students demonstrated that cheating or stealing or destroying property was not acceptable to them.

4.3-1 Students maintained expensive project photography equipment.

5. Students evidenced a favorable self-image

5.1 Student said or implied that he, his plans, or his abilities were significant, important, or worthy.

5.1-1 Students stated on evaluation survey that they saw themselves as good English students.

5.1-2 In a taped discussion students stated that their vocational-technical work is valuable to them and relevant to society.

5.1-3 Students stated that their working world jobs were of higher priority than their assigned homework.

5.1-4 Students apparently secure occasionally disagreed with either teachers or textbook authors.

5.2 Student, after receiving help or experiencing a success, indicated by verbal statement of increased participation that he had gained self-confidence.

5.2-1 Students who asked for and received extra help in reading participated more in class activities.

5.3 Student showed that he accepted or was proud of his ethnic identity.

5.3-1 Black students expressed pride in the accomplishments of other Black people.

5.3-2 Student chose to do research project on his ethnic group.

6. Students demonstrated greater personal understanding through the study of literature.

6.1 Students said or implied that they learned to read literature as an experience.

6.1-1 Students analyzed the motives of literary characters' actions thus giving insight into their own actions.

6.1-2 Students questioned their own values through a discussion of events and characters in literature.

6.1-3 Students contrasted and listed in paragraph form four differences in values between the homesteader and the cattleman in Jack Schaeffer's novel Shane.

6.1-4 Students read Ernest Hemmingway's novel The Old Man And The Sea and wrote in paragraph form a character sketch of Santiago listing five characteristics which depicted his courage, steadfastness of purpose and determination.

6.1-5 Students contrasted and listed in paragraph form five differences in values between the Mexican Indian villagers and the White townspeople in John Steinbeck's short novel The Pearl.

6.1-6 Students read a summary of and excerpts from Mark Twain's novel The Adventures of Huckleberry Finn and in a short essay on moral values contrasted Huck's attitude with prevalent social mores giving five specific examples.

6.1-7 Students read Stephen Crane's The Red Badge Of Courage and in paragraph form defined Henry Fleming's transformation from boyhood to manhood during the stress of war.

6.1-8 Students read a summary of and excerpts from Herman Melville's novel Moby Dick and wrote a character sketch of Captain Ahab defining his mental deterioration as a result of his obsession with revenge.

6.1-9 Students read poetry excerpts from Edgar Lee Masters "Spoon River Anthology" and working with one individual selected poem wrote five characteristics of the character involved.

7. Students demonstrated an appreciation of their worthiness as members of society by understanding past and present contributions of the working man.

7.1 Students demonstrated an appreciation of the contributions of the working man through the study of literature.

7.1-1 Students read deCrevecoeur's essay "What Is An American?" and listed eight factual characteristics of the early Americans.

7.1-2 Students read Brete Harte's short story The Outcasts Of Poker Flat and in a paragraph wrote a character sketch of one of the main characters listing three specific characteristics from the text.

7.1-3 Students read Carl Sandburg's poem "Chicago" and listed five metaphors that portrayed the character, appearance and actions of the persons with whom the city was being compared.

7.2 Students demonstrated an appreciation of the contributions of the working man through the study of film.

7.2-1 Students viewed "The Long Voyage Home," a film based on Eugene O'Neill's work which depicted the value of the Merchant Marine as the mainstay of American sea transportation, and, in paragraph form, wrote a point of view essay on one of the main characters giving at least three factual characteristics.

7.2-2 Students viewed John Steinbeck's filmed essay "Americans And America" and from their notes wrote a short essay giving ten main ideas of the film.

7.2-3 Students viewed Julia Child's filmed narration of "A Red Carpet to the White House" and listed five specific White House staff members and their functions. (chef, housekeeper, etc.)

7.3 Students demonstrated an appreciation of the contributions of the working man through the experience of class trips.

7.3-1 Students visited the reconstructed American fishing village at Mystic, Connecticut and toured the various shop which depict the working man's handwork contributions to American society.

7.3-2 Students toured the Smithsonian Institute and discussed man's contributions to the economic, political and social structure of American society.

7.4 Students demonstrated an appreciation of the contributions of the working man through the experience of the tele-lecture.

7.4-1 The working world was brought into the classroom when a local chain food store owner-manager discussed the wide implications of the food industry, which encompasses agriculture, transportation, food processing, advertising, wholesaling and retailing.

7.4-2 The working world was brought into the classroom when a local auto service station owner-manager discussed job opportunities, qualifications and communication skills needed for employment in this field, and answered students' questions in this area.

GOAL THREE: BASIC SKILLS

Quality Education Should Help Every Child Acquire To The Fullest Extent Possible For Him Mastery Of The Basic Skills In The Use Of Words And Numbers.

Project Objectives and Instructional Performance Objectives

1. Students demonstrated skill or interest in developing their skill in reading comprehension.

   1.1 Students showed that they understood what they read.

      1.1-1 After reading Ernest Hemingway's novel Old Man And The Sea, students wrote essays describing the character of Santiago, his motivations, his challenge, his determination.

      1.1-2 After reading the novel Shane by Jack Schaeffer, students listed five qualities of each group depicted, the cattlemen and the homesteaders.

      1.1-3 After reading John Steinbeck's novel The Pearl, students chose one chapter, extracted six events, and paraphrased them as factual news items.

      1.1-4 Students read several poems from Edgar Lee Masters' Spoon River Anthology, chose one of them, and paraphrased it.

      1.1-5 Students read Moby Dick by Herman Melville and wrote a point of view paragraph on the character of Captain Ahab.

      1.1-6 Students read Tennessee Williams' Glass Menagerie and wrote a short essay identifying the main character and supported their judgement with fine facts.

      1.1-7 After reading Thornton Wilder's Our Town students explained in writing, what was meant by Emily Webb's speech, "Live people don't understand."

      1.1-8 Students kept a record of short stories read in class in a notebook. They indicated the title, author, summary, theme and their own personal comments.

1.2 Students indicated that what they read relates to their own lives.

1.2-1 Students read an article from Atlantic Monthly called "The Puritan Ethic Today." Students wrote an essay agreeing or disagreeing with the opinion of the article.

1.2-2 Students read selections from Crossroads Series called Tomorrow Won't Wait. After each selection, students verbally compared their views with those of the author on the cluster topic, such as "Accepting Responsibility."

1.2-3 Students read Arthur Miller's play The Pussycat and The Expert Plumber Who Was A Man. In discussion, students indicated that they saw a relationship between the political satire and the foibles of contemporary political types.

1.3 Students read directions and followed them correctly.

1.3-1 Students received sample job applications, interpreted them, and completed the information necessary.

1.3-2 Students received outlines of personal resumés, interpreted them, and wrote their own.

1.4 Students indicated on teacher-made unit tests that they gained knowledge or information by reading.

1.4-1 Students read short biographies, such as "Tom Dooley: Missionary." They answered in writing ten questions on the story.

1.4-2 Students were assigned to research biographies of authors. They wrote twenty facts about each author and were later tested on the information by answering ten objective questions.

1.5 Students used what they read for projects.

1.5-1 Students were assigned two research papers for the year. They researched authors covered during the year and presented this information in the form of a term paper.

1.5-2 Students read The Pussycat And The Expert Plumber, a play by Arthur Miller, then produced an audio composition, reading the play and recording appropriate music.

1.5-3 After reading The Red Badge of Courage, students depicted the mood or character through media such as collages, paintings and slides.

1.5-4 Students read The Murderer Lives Upstairs then wrote newspaper articles describing the incident.

1.6 Students asked for, or did extra work to improve reading skill.

1.6-1 Students whose reading level was below expectations for the given grade level, asked for help in reading and were assigned supplementary reading.

2. Students demonstrated oral and visual comprehension of presented material.

2.1 Students viewed films and demonstrated their ability to effectively interpret and understand what they viewed.

2.1-1 Students viewed The Long Voyage Home based on Eugene O'Neill's plays and wrote point of view essays describing the characters and the motives which precipitated the incidents.

2.1-2 Students viewed the film Twelve Angry Men by Reginald Rose and reinforced a previous semantics unit with discussions centered about correct thinking.

2.1-3 Students viewed America and Americans, a film based on John Steinbeck's essay "What's Happening To America" and wrote essays explaining Steinbeck's theory of the quality of Americans which made them unique.

2.1-4 Students were given ten questions before viewing Arthur Miller's Death Of A Salesman in order to direct their attention to characterization. Afterward the students wrote answers to these questions.

2.1-5 Students viewed the television production of Macbeth. Follow-up subjective essay assignments applied the universal theme of Macbeth to present day parallels.

2.2 Students demonstrated their ability to interpret what they viewed in theatrical productions.

2.2-1 Students discussed the theatrical techniques as well as verbally analyzed the character in the Bucks County Playhouse production You're A Good Man, Charlie Brown.

2.3 Students demonstrated that they understand material presented in pictures.

2.3-1 Students read Gordon Parks' I Chose The Camera, and brought their own photographs or pictures from magazines, interpreting the mood or ideas by writing captions.

2.4 Students demonstrated their ability to interpret what they heard in oral presentations.

2.4-1 Students listened to a recording of a production of Edgar Lee Masters' Spoon River Anthology and discussed the sociological implications of the rural characters.

3. Students demonstrated oral communication skills.

3.1 Students participated in library research projects directed towards oral class presentations.

3.1-1 Students researched specific topics related to Shakespearean theatre and Shakespearean appreciation and used the material to present individual oral presentations.

3.2 Students prepared and delivered speeches.

3.2-1 Students demonstrated their technical skills with samples of their trades in oral presentations. The assignment consisted of formal written material and an informal class delivery.

3.2-2 Students made collages as creative projects and presented them to the class explaining how they interpreted a particular piece of literature.

4. Students applied communicative techniques in sample writing assignments.

   4.1 Students developed or attempted to develop both principles of sound thinking and organization in their writing samples.

      4.1-1 Students identified the organizational techniques of the paragraph, the short story, the novel.

   4.2 Students practiced various types of writing including creative.

      4.2-1 Students applied impressionistic techniques in a simple written poetic sample.

      4.2-2 Students completed worksheets on precise diction, by expressing an idea in at least ten different ways. Then they wrote essays on the topic of competition in which they practiced precise description.

      4.2-3 Students walked on campus to formulate thoughts on Spring. Their assignment was to react in some written form to the theme.

      4.2-4 Students wrote various types of both social notes and business letters.

5. Students reinforced previously acquired skills in grammar, usage, and vocabulary.

   5.1 Students improved or attempted to improve on their grammatical skill in writing.

      5.1-1 Students, after writing assignments were given back, corrected and re-wrote their papers.

   5.2 Students improved or attempted to improve their vocabulary skills.

      5.2-1 Students were given twenty words a month for which they used the dictionary to find and write definitions in their notebooks. The students wrote each word in a compound sentence.

      5.2-2 Sophomore students were given rules for spelling. They listed words with specific patterns and were later tested on them.

6. Students revealed willingness to apply or applied principles of logic to everyday experiences.

   6.1 Students practiced critical thinking.

      6.1-1 Students detected propaganda devices in newspaper editorials.

      6.1-2 Students separated fact from opinion in newspaper articles.

      6.1-3 Students discovered different advertising appeals on television, in magazines and newspapers.

7. Students applied previously learned skills from other allied disciplines (e.g., social sciences and the arts) within the framework of the language arts program, thereby practicing the skill of fusion.

   7.1 Students transferred knowledge gained in one subject field to the language arts program.

      7.1-1 Students discussed previously learned facts concerning American history as a background for study of American literature.

   7.2 Students transferred knowledge gained in one area of language arts to another area within the same field.

      7.2-1 Students applied knowledge gained in a unit in logical thinking to the play Twelve Angry Men by Reginald Rose.

      7.2-2 Students applied the knowledge gained in the unit on clear thinking to their study of the newspaper. Students detected illogical thinking in editorials and letters to the editor.

GOAL SEVEN: CREATIVITY

Quality Education Should Give Every Child Opportunity And Encouragement To Be Creative In One Or More Fields Of Endeavor.

1. Students produced efforts that enriched their school work.

   1.1 Student made all illustrations or a model which enhanced, illustrated, or explained a class report.

      1.1-1 Students made a mobile expressing highlights of Herman Melville's novel Moby Dick.

      1.1-2 Student made a statue depicting a discouraged statue of liberty as an illustration for a talk on pollution.

      1.1-3 Student in Restaurant Practice decorated his home made cake.

      1.1-4 Student in Restaurant Practice decorated Easter eggs in class.

   1.2 Student made a visual aid, chart, movie, model, etc., based on, or that illustrated, material discussed in class.

      1.2-1 Students created a game complete with gameboard and playing pieces entitled Moby Dick and based on the journey of the Pequod.

      1.2-2 Students made 8 mm film of a walking tour of historic Philadelphia.

      1.2-3 Students made collages depicting the city life past and present.

      1.2-3 Students made collages depicting drug addiction.

      1.2-4 Students made collages interpreting their favorite poem.

   1.3 Student brought something to class for purpose of enhancing class interest.

      1.3-1 Student brought coral display while class was studying sea unit.

1.3-2 Students brought in items to enhance their demonstration presentations on aspects of their vocational-technical work.

1.3-2 (a) auto fender
1.3-2 (b) cake for decorating
1.3-2 (c) welding machinery
1.3-2 (d) fishing gear
1.3-2 (e) saddle horse

1.3-3 Students brought in costumes and musical instruments for demonstration of western music while working on western unit.

1.3-4 Students brought in guitars for class singing of Civil War songs.

2. Students produced efforts unique because the method used was previously untried by them and/or different from the attempts of their peers.

2.1 Students stated a desire or did work in an area or medium in the arts new to them.

2.1-1 Students made color lift slides.

2.1-1 (a) to illustrate poetry
2.1-1 (b) to interpret song American Pie
2.1-1 (c) to interpret Sea Unit
2.1-1 (d) to interpret Americans Looking at America unit

2.1-2 Students made photographic slides using instamatic camera and view finder.

2.1-2 (a) Interpreted Don McLean's song "Vincent" with slides of Van Gogh.

2.1-2 (b) Interpreted sea unit with slides from magazines and books.

2.1-2 (c) Interpreted Civil War unit with slides

2.1-2 (d) Interpreted western movement with slides of Indians, pioneer, etc.

2.1-3 Students used Polaroid camera

2.1-3 (a) Recorded classroom activities
2.1-3 (b) Recorded classroom displays
2.1-3 (c) Recorded classroom speakers

2.1-4 Students given wallpaper samples expressing a diversity of pattern and color responded with a written interpretation of the designs.

2.2 Students in a given presentation developed content or method on their own, different from other students.

2.2-1 Students synchronized and taped moog synthesizer music and narration to accompany film presentation.

2.2-2 Student filmed natural environment showing both beauty and pollution as part of presentation on ecology.

2.3 Students given a writing assignment, chose a subject or added content different from other students.

2.3-1 Student accompanied short essay on the rise of the city with picture post cards of major cities in the United States.

3. Students produced an effort as a means of self-expression, or creativity for its own sake.

3.1 Student inspired by reading Tennyson's poem "The Eagle" brought to class a personal drawing of his interpretation of the subject.

3.2 Student wrote a song.

3.2-1 Student wrote original song which she sang in class accompanying herself on the guitar. The song has been accepted for publication.

3.2 Students wrote an original work.

3.3-1 Each Vocational-Technical student wrote a poem about the sea. These poems were compiled into booklets and distributed to the members of the class.

3.3-2 Students wrote poems attempting to depict the mood, force and character of a large city.

3.3-3 Students wrote, directed, produced and acted in a series of skits on dissension which was presented to the entire student body in the humanities program.

3.4 Students produced original works primarily serving as creative gifts.

3.4-1 Students made ornamental designs using bark and wild flowers.

3.4-2 Students made ornamental designs using seashells.

3.5 Students decorated a bulletin board (not featuring a subject they had selected).

3.5-1 Students were assigned to create and implement hallway showcase windows which expressed units under study.

3.5-2 Students were assigned to display classroom work on available wall spaces using visual composition for an attractive display.

3.6 Students selected a unique costume, habit of dress; or students decorated their clothing in some manner:

3.6-1 Students decorated casual clothing with embroidery.

3.6-2 Students brought in and wore a variety of costumes as part of a minstrel show depicting songs from early West.

3.7 Students volunteered for or asked to do a creative area.

4. Students researched information in producing an effort or asked for criticism or aid.

4.1 Students did research to gain information in producing an effort.

4.1-1 Students researched individually selected units (chosen from year's work) in library before making color slides.

4.1-2 Students researched vocational-technical areas of interest from library materials before public speaking unit.

4.1-3 Students researched material for Don McLean's song "Vincent" before taking 35 slides of Van Gogh's world.

4.1-4 Students researched background material on various aspects of Shakespearean theatre and presented this orally to the class.

5. Students produced an effort unusual in subject matter, theme, or content.

5.1 Students did art work to capture the ideas, mood of a piece of literature.

5.1-1 Students, after having read Crane's The Red Badge of Courage, made collages, and paintings representing Crane's technique of color contrast.

5.2 Students took photographs with unusual subject matter.

5.2-1 Students made a bulletin board of photographs they had taken themselves representing the journey from birth to death.

6. Student demonstrated expertise in written or oral communication.

6.1 Students made oral presentations, playing popular songs and analyzing their symbolism.

6.2 Students dramatized the reading of written material.

6.2-1 Students memorized and acted out the final scene of Reginald Rose's Thunder In Sycamore Street to be videotaped.

6.3 Students wrote unusual phrases or slogans for an effort.

6.3-1 Students studied advertising techniques and wrote their own short commercials.

6.3-2 Students wrote captions for photographs to capture the mood or ideas.

7. Students produced an effort of artistic or useful merit or exemplifying good organization or design.

   7.1 Students supplied something to meet the needs of a specific situation.

      7.1-1 Students supplied props for a play that enhanced their production.

8. Students demonstrated merit in the performing arts or in a physical activity.

   8-1 Students acted in a play or performed a character.

      8.1-1 Students performed the characters in Robert Frost's poem Death Of The Hired Man. This was tape recorded and the class criticized their portrayals.

   8.2 Students prepared, presented and directed a play, skit.

      8.2-1 Students wrote, produced, directed, and acted out a series of skits on "Dissertation" for a Humanities Program.

      8.2-2 Students produced, directed and acted out the final scene of Reginald Rose's Thunder On Sycamore Street.

9. Students demonstrated merit in problem-solving ability.

   9.1 Students originated a game.

      9.1-1 Students created a game complete with game board and playing pieces entitled Moby Dick, based on the journey of the Pequod.

      9.1-2 Students devised a crossword puzzle using words and ideas from Herman Melville's Moby Dick

   9.2 Students, confronted with a lack of equipment, thought of and utilized adequate substitute equipment or restructured the situation to fit the available equipment.

      9.2-1 Lacking proper acoustical equipment for their production of Reginald Rose's Thunder On Sycamore Street, students improvised by rearranging the stage area and wiring microphones.

9.3 Students suggested or utilized an operational procedure suited to a task or better suited than any previous one, or that adequately structured a previously unattempted task.

9.3-1 Students constructed a mobile depicting the whale, the ship, a harpoon, and other symbols of Herman Melville's Moby Dick.

9.4 Student demonstrated ingenuity by originating an activity that benefited others or himself.

9.4-1 Student devised and circulated a petition concerning grading which successfully modified school policy in that area.

10. Students demonstrated adeptness in social interaction situations.

10.1 Student originated a social interaction situation not related to classroom activity.

10.1-1 A group organized a Christmas party during the school holiday and one student hosted the party for the whole class.

10.2 Student desired or took a leadership role in a situation requiring interaction of people.

10.2-1 Students during their oral presentations of a skill in their area of concentration spontaneously seized control and direction of the class's question and answer format.

ED 072176

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

ANNUAL PHASE I REPORT - BVTCE-RCU - PROJECT NO. 19-1032

JUNE 30, 1972

JEF/ELW:dh:df

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ANNUAL PHASE I REPORT - BVTCE-RCU - PROJECT NO. 19-1032

PART I

INTRODUCTION

The "Exemplary English/Language Arts Curriculum Development Program for Vocational-Technical Education Students" (Project No. 19-1032, School Unit: 09-072) had its genesis during the period between the spring of 1970 and summer of 1971. (See pages 3-5 of Appendix F). During this school year, September 1971 to June 1972, the general objectives for the pilot project, phase I, and the scheduled procedures for accomplishing those objectives (see pages 6-9) have all been realized. The contents of subsequent parts of the report will speak in detail to the way in which the project objectives have been met - particularly the way in which needs of vocational-technical school students have been identified and educational deficiencies in their academic support program have been reduced. As well, teachers working with these students have had the opportunity, through the professional development dimension of the project, to learn how to work more effectively with these students, using new teaching strategies and materials. Appendix E outlines resource teaching units developed to correspond to time blocks when vocational-technical school students were in the academic support school.

DESCRIPTION OF THE PROGRAM DEVELOPED UNDER PROVISIONS OF THE PROJECT

PART II

TENTH GRADE

The sophomore English/Communications course for vocational-technical school students consisted of nine blocks of work developed into two-week units. The six classes of tenth grade "tech" students were organized homogeneously according to the students' past performances. Three classes were at the Technical School for a two week period while three classes remained at the home school. Thus, every two weeks the six classes would alternate schools. Daily class periods were one hour and forty minutes in length.

The reading program was generally based on a study of the different types of literature. A list of the units of study appears in Appendix E. The reading materials were varied according to availability and teacher preference. Objectives of the reading program were to improve reading, to learn the structure of the various literary types, and to formulate values based on the themes of the reading materials.

Writing activities were generally based on the students' reading. There were, however, writing experiences which did not grow out of the literature. These included biographical writing, commercial writing, editorial writing, and letter writing. Some writing was done by all students in English classes almost every day. Motivation for student writing, as well as student reading, was supplied by establishing experiential background as well as providing new experiences such as class trips, coffee breaks, and visual arts.

Speaking activities grew out of the units as did a formal speech unit. This unit provided students an opportunity to describe some process in their area of work at the Tech School with the aid of diagrams, drawings, or a demonstration. Other speech activities included verbal explications of literature, panel discussions, and informal discussions.

The unit on semantics and clear thinking was aimed at getting students to recognize the psychological effects of language and to think critically. Students separated fact from opinion, discovered propaganda devices, and detected different advertising

appeals. As a requirement for this unit, students wrote their own commercial copy using advertising techniques. Students were also asked to write editorials using propaganda devices. Much of the material for this unit came from newspapers, magazines, and television.

When studying the newspaper, students were required to bring a newspaper to class each day to study its various aspects. Students learned to differentiate between factual news reporting and editorializing. In dealing with slanted news reporting, students contrasted different newspaper accounts of the same story. As an exercise in critical thinking and supporting judgments, students were required to write editorials and letters to the editors. In studying the financial pages, students were credited with $1,000. to invest in securities. They kept daily charts of their investments and competed for prizes.

The library unit aimed at making students independent workers when doing research projects. Students were given an orientation on library use. Introductory materials for this unit were a paperback book, Using the Library, and a magazine edition of Practical English. When the teachers thought their students were sufficiently independent, they divided them into teams and sent them on "scavenger hunts." Students were required to find answers to questions which utilized various types of reference books.

Aside from the daily classroom procedures, the following activities were among the innovative methods implemented by the tenth grade teachers. Interdisciplinary learning activities were undertaken with the biology and social studies departments. A daily "coffee break" was initiated during which classroom activities were discussed and planned. Bel-Tel speaker phones provided telelecture experiences in class by "bringing" community resource people into the classroom to inform students of job requirements. Visual composition units were conducted which included the sensitizing of students to their natural environment. Technical School students took class trips to Washington, the Pocono Mountains, Hershey, and to the legitimate theater. Feature length films viewed by these classes included To Kill A Mockingbird, Death of a Salesman, and Victory at Sea; there were numerous short films shown, also.

Students were graded on classroom activities, tests, homework, and creative projects completed outside of class. A grade of sixty was passing, and a grade of ninety or above was considered "A." Tests consisted of both essay and objective questions. No homework was assigned on weekends, and students were usually permitted to begin daily homework assignments in class.

As can be seen from this description, the tenth grade Technical School English program attempted to involve the students in both humanistic and technical activities in educating them for their careers.

ELEVENTH GRADE

The junior English/Communcations Course for vocational-technical students was experimentally divided into two thematic units entitled respectively, The Sea and Americans Looking at America.

The idea of using the sea as a focus for Unit 1 of a vocational-technical language arts course seemed valid from different viewpoints. For one thing, Neshaminy School District is located within fifty miles of the ocean and most of the students visit the shore at least once a year and many have spent considerable time at the shore. In addition, many of the students are outdoor enthusiasts so that hunting and fishing are popular activities. Finally, much outstanding American literature deals with the sea. The richness and diversity of the material available can be gleaned from the names of a few of the authors whose works were studied: Herman Melville, Ernest Hemingway, Stephen Crane, Rachel Carson, H. W. Longfellow, Randall Jarrell, Eleanor Wylie, Elizabeth Bishop and Sidney Lanier.

The unit was introduced with a viewing of The Long Voyage Home, the John Ford film based on Eugene O'Neill's plays and was followed with an in-class reading of O'Neill's Ile.

Students were well into the reading of Heminway's novel The Old Man and the Sea when they went on a fishing trip off the New Jersey coast. The trip was ill-timed with an off-shore storm, so instead of a peaceful deep sea fishing excursion the students experienced the power and force of the ocean. Even the strength of two converted P.T. boats, The Flying Cloud and The Blue Goose seemed puny against the fury of the sea.

During the study of Melville's novel Moby Dick that included the showing of filmstrips and teaching films, the listening to recordings, and an in-depth class reading of three chapters, "Captain Ahab," "Quarter Deck," and "The Chase," the students took an all day bus trip to Mystic, Connecticut. The visit included not only a tour of the reconstructed American fishing-whaling village with its nineteenth century shops, whaling ships, Gloucester fishing schooner, and training ship Joseph Conrad, but also a whaling film and lecture, a special planetarium demonstration de-

signed for our unit and a seafood dinner at The Seaman's Inn.

Stephen Crane's short story The Open Boat was presented to the students in dittoed form so that each student could keep his own copy, marking it according to the assigned area of study whether it be characterization, use of figurative language, or whatever.

Poetry which featured the sea such as Longfellow's The Tide Rises, The Tide Falls, Wylie's Sea Lullabye, Bishop's The Fish and Lainer's The Marshes of Glynn was interspersed into the two week units. All poetry was given to the students in dittoed form and became work sheets as well as reference sheets for the students.

Vocabulary, sentence writing, paragraph writing, thought question essays, point-of-view writing and note-taking were on-going activities. The study of figurative language as well as analysis of the craftsmanship of the authors under discussion were an integral part of the unit. The overhead projector was used to demonstrate the artists' craftsmanship in description, sentence variation, word usage and symbolic representation of ideas.

The study of semantics was introduced with an analysis of the word "sea." Notebooks, complete with table of contents, were kept by all students during the school year and graded at the conclusion of each marking period. At the end of the school year, notebooks were used as references by the students in writing their take-home final examination.

Films were used frequently throughout the unit. In addition to The Long Voyage Home, students viewed Mysteries of the Deep (Walt Disney Films), The Restless Sea (courtesy of Bell Telephone), Whaler Out of New Bedford (Contemporary Films), and The Marsh (courtesy Science Department).

Speakers for the unit included Mr. William Macht, Neshaminy's Director of Special Services, who delivered a whaling lecture to the students, showing them examples of skrimshaw, harpoons, whale's teeth, etc. Mr. James Edwards, a biology teacher at Neshaminy, not only accompanied the students on the fishing trip but also lectured on the ecology of the sea. Mr. Peter Hadley, guidance counselor for all vocational-technical students at the high school, spoke to the students on the advantages of a career in the U.S. Navy.

Creative projects were an on-going activity during the year. Interpreting various aspects of the sea unit, the students made

mobiles, invented games (Moby Dick was a game developed simulating the journey of Pegwood), and brought in collages on such diverse topics as surfing and water pollution. Students used color lift slides (which they learned to make in class) and chose background music to interpret selections from the sea literature. A few students chose popular songs which defined an aspect of the unit on the sea and used color-lift slides to interpret these.

The purpose of Unit 2 was to help vocational-technical students develop a greater appreciation of their American heritage. The specific objectives were to trace the development of American literature, to define the American personality, and to study the concepts of freedom, discrimination, civil rights, and morality as they have evolved through America's history to the present time.

The first two week block of study included an introduction to the unit. The semantics of American symbols were studied such as the connotations and denotations of the word "flag." The characteristics of the early settlers in the New World were examined through such literature as "The Mayflower Compact," The Crucible, and the three scaffold scenes from The Scarlet Letter.

The Revolutionary Period was studied through readings of such political documents as The Declaration of Independence, The Crisis, The Preamble to the Constitution of the United States and "The Speech at the Virginia Convention," with the objective of providing the students with insight into the ideals and aims of our forefathers which resulted in the establishment of the United States. The film America and Americans, based on Steinbeck's essay "What's Happening to America?", was presented in order to give students an overall view of the American personality.

In addition, the students went on a walking tour of historic Philadelphia visiting the First Continental Congress, the State Supreme Court, the Betsy Ross House, Benjamin Franklin's grave, and a luncheon at an American restaurant in the tradition of an English Pub completed the day's experience.

The next block of study dealt with the attempts of Americans to achieve the goals defined in Revolutionary times. The New England poets and transcendentalists were studied not only as excellent examples of the genre of poetry and essay, but also for their interpreations of American idealism and nationalism.

The Civil War period was examined through Stephen Crane's novel The Red Badge of Courage. The students received on dittoed sheets the two chapters that deal with Henry Fleming's first

encounter with battle and his desertion. This fact permitted them to underline such literary techniques as the use of color symbolism, imagery, metaphors and similes. Students also did creative projects such as collages and painting to capture the feeling of the Civil War in a non-verbal, impressionistic way. They practiced creative writing by reacting to color and pattern of wallpaper samples. The movie, Mockingbird was shown as another approach to the study of individual suffering caused by fratracidal war.

The study of the Western Movement centered about a reading of The Adventures of Huckleberry Finn for which the students were given dittoed copies of the chapters "You Can't Pray a Lie" and "The Feud." In this way, they were able to underline and analyze the use of such literary techniques of local color as dialect, American humor, and regional realism in setting. But Harte's short story, "The Outcasts of Poker Flat" was read. Two teachers from the Vocational-Technical English Program helped the students develop a better understanding of the country that inspired the "tall tale." Dr. David Proven gave a lecture on the legend of Wyatt Earp and Mrs. Ann McDonald showed a slide presentation of her own trip through the historic frontier.

The affects of the Industrial Revolution on the structure of American society were studied through the free verse poetry of Carl Sandburg. Students also listened to a recording of Tennessee Williams' drama The Glass Menagerie and discussed Amanda's inability to accept the change in life style from the easy gentility of the Southern plantation to the lonely desperation of tenement life in a modern city. Students listened to a recording of a theatrical production of Masters' Spoon River Anthology, by Joseph Cates. Then each student chose a character who was especially well portrayed and paraphrased that poem.

As an introduction to the media unit, students discussed the art of communicating through a variety of instruments. Mr. Llewelyn Williams, Neshaminy High School's librarian, gave a lecture and demonstrated the uses of instamatic cameras, framing devices, movie cameras, a video tape machine (borrowed from the school district for our purposes), and records.

As a review of the year's work, some classes created visual essays with slides on topics studied during the year. Some classes took contemporary topics, such as pollution, and made slide presentations. These projects involved library research work with the students looking for pictures from books to express their ideas visually. Several selected students were sent out to

a neighboring school to film a second grade class trip to a museum and later they taped music and narration for it. One class acted out and videotaped the final act of "Thunder on Sycamore Street," a play about prejudice. One "tech" class taped narration and background music for a motion picture film that had been done by another class.

One group developed a photo essay interpreting the popular Don McLeon song , "Vincent."

During the last block of time, junior "tech" students presented their media unit projects. They also took an in-class final review of the entire year's work.

Vocabulary study, sentence writing, paragraph writing, and note-taking were on-going activities in the unit. The ability of the author to express mood, characterization and theme were explored with the students. An overhead projector was used frequently to illustrate sentence variation, word impact, and overall craftsmanship in writing.

The students did point-of-view writing, descriptive writing, letter writing and expository writing. Writing assignments designed to be short, were in-class activities. All work was graded and returned to their notebooks.

TWELFTH GRADE

The senior English/Communications course for vocational-technical students consisted of nine learning blocks, each of which included some form of literature, writing and basic language skills. The materials were selected in an attempt to satisfy the particular needs of the tech student who is trade and job oriented. In all units, stress was placed on the practical aspects of the unit - reading for enjoyment and escape, reading for information, job applications and letter writing, discerning fact from opinion, forming opinions based on fact, recognizing other peoples points of view, recognizing advertising and propaganda techniques, and general knowledge of our literary culture.

The "Straight Thinking" unit and the "Speech and Research" unit were geared to coincide with state and national elections and stress was placed on the students' ability to analyze political speeches, editorials, magazine articles etc. for fallacies of argument, confusion of fact and opinion, etc. The "Speech and Research" unit involved magazine research on ten candidates running for the Democratic presidential nomination and Richard Nixon and

Spiro Agnew. An oral report was presented to the class. Since this was a factual report, opinions were not allowed to be presented in their report.

The Shakespearean unit, which involved a short study of William Shakespeare and the reading of Macbeth was presented to students with the understanding that they, as high school graduates, would be expected by the general society to have some knowledge of Shakespeare and his place in English literature and in our culture. The class, on the whole, agreed that this should be.

Perhaps the most successful unit, was the one on Comedy and Satire. Classes taped Arthur Miller's radio play "The Pussy Cat and the Expert Plumber Who was a Man." The students enjoyed hearing themselves on tape and analyzed their pronunciation mistakes and the effect of stress on oral delivery. During this unit, a Buster Keaton film was used as a vehicle to enable the class to compare a purely visual medium with a purely audio medium.

Vocabulary, spelling and usage were stressed in all units, but one two-week block was devoted to a review of the basic rules of spelling and a concentration on homonyms, antonyms, and synonyms.

The "Job Kit" unit involved writing a letter of application, filling out a job application form, assembling work and education background information, asking for a letter of reference and learning fine points of a job interview.

The Short Story and Novel units involved analysis of structure, character, plot and setting. The use of the Point of View texts in the Short Story unit carried through the idea of how opinions are formed and why different people view the same event differently.

Lost Horizon was the novel used for the Novel unit. The idea of Shangri-La provided the basis for the final school days when, as graduating seniors, the class discussed and wrote about what they expected from life and how they planned to go about accomplishing their life goals.

PART III

EVALUATION PROCEDURES

Evaluation procedures were designed by the teachers in the program. It was agreed that different surveys would be administered to the students, the teachers, and the administrators and supervisors connected with the program. Copies of these surveys are in the Appendix. The results of these surveys appear in Part IV of this report.

Teachers were also asked to record their observations of the program and to evaluate the effectiveness of each of their units, as well as the effectiveness of their methods. These results also appear in Part IV.

One teacher conducted a panel discussion of tenth grade technical school students which was directed toward the effectiveness of the program. A tape recording of this discussion is available from the project director. Part IV contains comments of the panel.

STUDENT SURVEY

Of the project objectives which were listed in the proposal, it was felt that evaluation of the first objective lent itself to student participation. This objective reads as follows:

> To improve the self-image of the vocational technical school student, as well as his attitude toward both the home school and the vocational-technical school.[1]

Although the amount of improvement can not be measured since there was not a preliminary survey, some of the teachers involved in the program felt it might be useful to determine the self-concept of the student at the end of the school year, and also to determine how the students felt the teachers saw them. This information would indicate if the students tend to overestimate or underestimate their ability in relation to their perception of the teacher's concept of their ability and might indicate attitudes of rationalization and behavioral negativism. Additionally, some aspects of the rapport between the teacher and students might be inferred.

[1]Reference: Pilot Project Proposal, Page 6

In further assessing student attitudes, it was thought that a knowledge of the relationship between how much the students thought they learned and how much they enjoyed the English class would be useful in dealing with Technical-Vocational students in the future.

The students' attitudes toward the Technical School and Neshaminy were also determined. An awareness of differences in the students' attitudes toward the two schools and the reasons for those differences might be helpful to the English teachers in relating to Technical-Vocational school students.

The students were also asked to relate their opinions of how much their reading and writing abilities improved. This information might be useful in determining methodology and emphasis in the preparation of future units and lessons.

A comparison of the English class and the other classes at Neshaminy High School was requested. This information might indicate if more relevant methodology is being utilized in the English classroom.

The students were also asked to give their perceptions of how much they learned in each of the units and how much they enjoyed each of the various class activities. This information should be useful in determining future material and methodology.

Participation in co-curricular activities was assessed on the tenth grade level to determine how closely the students identified with the activities of the home school which did not require attendance.

There was also provision made for personal comments by the students. These comments appear in Appendix D.

TEACHER SURVEY

The second objective in the proposal reads as follows:

> To provide committed English/Language Arts teachers of the Neshaminy District's vocational-technical school students an intensive professional growth program which will insure them opportunities for experimenting with new teaching strategies, learning materials and equipment, and class organizational designs. [2]

[2] Reference: Pilot Proposal, Page 6

To ascertain how well this objective had been achieved, teachers were asked to relate what aspects of the professional growth programs of this project they had been able to transfer to classroom use.

The third objective reads as follows:

> To provide these project teachers an opportunity to become more intimately acquainted with the vocational-technical school programs of their individual students and develop strong ties with the vocational-technical school staff.[3]

To test this objective teachers were asked to list the opportunities and experiences which were provided to strengthn ties between the vocational-technical school staff and the home school staff. Teachers were also asked to relate in what respects such improved relationships benefited the English program.

Objective four reads as follows:

> To develop "micro-courses" which summarize objectives, activities, learning strategies employed and materials and equipment used in a sequentially structured English/Language Arts program of experiences that will be more relevant to vocational-technical school student's needs.[4]

To test this objective teachers were asked to list successful operations and concepts in their classrooms.

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[3]Reference: Pilot Project Proposal, Page 6

[4]Reference: Pilot Project Proposal, Page 6

Objective five reads:

> To develop means and methods of using the results from this model project to lend direction for the inclusion of the other academic disciplines in the support program of the parent school, i.e., the social sciences, mathematics, science, etc.[5]

In accordance with this objective, teachers were asked if they correlated lessons or units with other disciplines.

ADMINISTRATORS' AND STAFF SURVEY

To test the over-all effectiveness of the program, administrators, guidance counsellors, department heads and class deans (in charge of discipline and social events) were asked to rate the attitudes of technical school students in comparison with other students. They were also asked to rate the attitudes of the present technical school classes in comparison with past technical school classes. In addition, they were asked to assess the relationship between the technical students and their English teachers. Finally, they were asked to list any methods or activities which they observed which were unique to technical school classes.

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[5]Reference: Pilot Project Proposal, Page 6

RESULTS OF THE EVALUATION SURVEYS

PART IV

TENTH GRADE

The three English teachers of technical-vocational students in tenth grade administered the student survey on Thursday, June 1, to the "B" group. A total of 53 survey sheets were distributed and returned on that date. There were five absentees on June 1; one of these absentees returned on June 2 and completed the survey; the other four did not return to the home school. Thus, a total of 54 students in group "B" completed the survey. A copy of this survey appears in Appendix .

The survey was administered to group "A" on Monday, June 12. A total of 59 surveys were distributed and returned on that date. Three students who were absent on that date completed the survey the following day. Thus, a total of 62 surveys were returned from group "A." These surveys made a total of 116 papers from the two groups.

A total of 59 percent of the students thought of themselves as average English students; however, almost twice as high a percentage of students who responded thought of themselves as good English students as opposed to those who thought of themselves as poor students. These results are reported in Table 1.

A total of 56 percent of the students felt their English teachers thought of them as average students. A correlation was made of what the students thought of themselves and what the students felt their English teachers thought of them. A total of 79 percent of the students saw themselves the same way as they thought their teachers saw them. The results of this correlation are reported in Figure 1.

In comparison with past years, a plurality of the students (42 percent) felt they learned more in English class this year, and 38 percent felt they learned about the same as in past years. Thus, only 20 percent felt that they learned less than in previous years.

In comparison with past years, 36 percent found this year's class more enjoyable, and 34 percent found it about the same. A correlation of how much the students thought they learned with how much they enjoyed the class appears in Figure 2.

VOCATIONAL/TECHNICAL ENGLISH EVALUATION

TABLE 1

RESULTS OF TENTH GRADE SURVEY

*Students Answering

QUESTIONS	A		B		C		TOTAL
	*No.	Percent	*No.	Percent	*No.	Percent	
1. This school year I thought I was a (a) good English student, (b) average English student, (c) poor English student.	28	27%	71	59%	17	14%	116
2. My Lnglish teacher thought I was a (a) good English student, (b) average English student, (c) poor English student.	21	19%	64	56%	28	25%	113
3. In comparison with past years, this school year I feel that in English I learned (a) more, (b) about the same, (c) less.	50	42%	44	38%	23	20%	113
4. In comparison with past years, this year's English class was (a) more enjoyable, (b) about the same, (c) less enjoyable.	40	36%	39	34%	37	30%	116
5. Which of the following statements best describes your attitude toward Neshaminy High School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	20	18%	59	52%	34	30%	116

TABLE 1

*Students Answering

QUESTIONS	A *No.	A Percent	B *No.	B Percent	C *No.	C Percent	TOTAL
6. Which of the following statements best describes your attitude toward Bucks County Vocational-Technical School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	3	2%	21	18%	92	80%	116
7. Which of the following statements best describes your feelings in comparing the Tech School and Neshaminy High School, (a) I enjoyed Tech School more, (b) I enjoyed Neshaminy more, (c) I enjoyed them equally.	69	59%	24	21%	22	20%	115
8. This year my reading ability (a) improved greatly, (b) improved somewhat, (c) did not improve.	13	11%	72	62%	31	27%	116
9. In comparison with other Neshaminy High School classes, how did you feel about your Tech English class? (a) enjoyed it more, enjoyed it less, (c) about the same.	28	25%	37	32%	49	43%	114
10. This year my writing ability (a) improved greatly, (b) improved somewhat, (c) did not improve.	6	5%	65	56%	44	39%	115

TABLE 1

*Students Answering

QUESTIONS	A *No.	A Percent	B *No.	B Percent	C *No.	C Percent	TOTAL
11. Indicate how you feel about each of the following units by placing a letter next to it: (a) learned much (b) learned some, (c) learned little.							
(1) About understanding the meanings and uses of words	32	28%	69	59%	15	13%	116
(2) About reading and understanding the newspapers.	33	29%	44	39%	37	32%	114
(3) About poetry.	15	13%	52	45%	49	42%	116
(4) About using reference books in the library.	25	24%	33	31%	47	45%	105
(5) About short stories.	50	43%	55	48%	10	9%	115
(6) About drama (plays).	24	21%	51	45%	39	34%	114
(7) About biographies and biographical sketches.	17	15%	46	40%	52	45%	115
(8) About essays.	10	9%	60	53%	44	38%	114
(9) About novels.	21	18%	63	55%	31	27%	115
12. Indicate how you feel about each of the following activities: (a) enjoyed much, (b) enjoyed some, (c) enjoyed little.							
(1) Reading different kinds of materials.	39	34%	53	46%	22	20%	114
(2) Writing different kinds of themes.	10	9%	40	35%	65	56%	115
(3) Doing the kinds of homework assignments we had.	9	8%	36	32%	68	60%	113
(4) Viewing films, T.V., and pictures.	62	55%	32	29%	18	16%	112
(5) Our coffee breaks.	104	90%	11	10%	-	0%	115
(6) Our class trips.	93	82%	16	14%	5	4%	114
(7) Any others. Name specifically.	10	77%	2	15%	1	8%	13

A correlation of tenth grade Tech students' perception of themselves with their views of how their English teachers perceive them.

1. →	A	B	C
A	Teacher - good Student - good 15% - 17	Teacher - good Student - average 2.6% - 3	Teacher - good Student - poor 0% - 0
B	Teacher - average Student - good 6.2% - 7	Teacher - average Student - average 49% - 56	Teacher - average Student - poor .88% - 1
C ↑ 2.	Teacher - poor Student - good 1.7% - 2	Teacher - poor Student - average 9.7% - 11	Teacher - poor Student - poor 14% - 16

(3 Students Abstained)

FIGURE 1

A correlation of tenth grade Tech students' enjoyment of English class with how much they thought they learned.

4. ↑ \ 3. →	A	B	C
A	Enjoyed - more Learned - more 22% - 25	Enjoyed - more Learned - same 5.1% - 7	Enjoyed - more Learned - less 3.4% - 4
B	Enjoyed - same Learned - more 13% - 14	Enjoyed - same Learned - same 16% - 21	Enjoyed - same Learned - less 4.2% - 5
C	Enjoyed - less Learned - more 8% - 9	Enjoyed - less Learned - same 13% - 14	Enjoyed - less Learned - less 15% - 17

FIGURE 2

Students were also asked to express their attitudes toward Neshaminy High School and the Technical School. A total of 30 percent said they enjoyed Neshaminy, 52 percent made the best of it, and only 18 percent said they hated school. However, 80 percent of the students said they enjoyed the Tech School, and only .02 percent said they hated it. In comparing the two schools, 59 percent said they enjoyed Tech School more, and 20 percent said they enjoyed the two schools equally. These results are expressed in Table 1.

How students felt about their improvement in reading and writing ability was also assessed. A total of 62 percent felt that their reading improved somewhat, while 11 percent felt that their reading improved greatly. Fifty-six percent felt their writing ability improved somewhat, while 5 percent felt they improved greatly. These results are also shown in Table 1.

In comparing English class with the other classes, 42 percent of the students said they enjoyed English about the same, while 32 percent said they enjoyed it less.

Students were also asked to express how much they felt they learned from each of the units. A total of 43 percent felt they learned much from the short story unit. Only 13 percent felt they learned little about understanding the meanings and uses of words. On the other hand, forty-five percent felt they learned little from the units concerning the use of reference books in the library and biography.

In assessing the various class activities, an overwhelming majority of students indicated they enjoyed much the coffee breaks (at which they drank milk) and the class trips. However, only eight percent felt that they enjoyed the homework assignments.

To determine further students' views, a panel discussion was conducted in one Tech school tenth grade English class. Although the panel was composed of students, it was moderated by the teacher of that class.

Students stated that their English class this year was different because it wasn't "English," from the ensuing discussion it became evident that the students equated English with grammar.

As particularly meaningful units, students cited the reading and understanding of the newspaper, and the short story. Some students particularly appreciated the lessons on the reading of the financial pages.

Materials which appeared to have the greatest impact were the short stories and the plays which were read as well as the films which were viewed. Students also said they enjoyed the class trips.

Students stated that they felt they were not a part of Neshaminy. They cited a lack of communications between the schools and the feeling that some of the teachers look down on technical school students.

It was also stated that there was more pressure at the Tech School on grades and tests, and generally a higher standard of performance was required of them. Students reacted favorably to the added pressure and higher performance standards. Students also said they enjoyed Tech School more than the home school because the relevance of what they did was more apparent.

Some students said they found the studying of more than one unit at a time confusing. One participant also said, "So many of us work, we have trouble doing our homework." There seemed to be general agreement on this point.

Suggestions made by the students were that they do more newspaper work next year and that the students be allowed to drink coffee or tea during their breaks.

ELEVENTH GRADE

From a possible total of six vocational-technical classes at the eleventh grade level, four classes were evaluated. Other activities prevented two classes from responding. The results are reported in Table 2.

Accordingly, the results of the junior English vocational-technical evaluation are as follows:

A total of 66 percent of the students evaluated themselves as average English students. Twenty-five percent felt they were good English students, and 8 percent considered themselves poor English students.

A total of 60 percent of the students appraised the English teachers' evaluation of them as average English students, 25 percent as good and 12 percent as poor. A correlation of the students' perceptions of themselves with how they saw their teachers' perceptions is reported in Figure 3.

VOCATIONAL/TECHNICAL ENGLISH EVALUATION

TABLE 2

RESULTS OF ELEVENTH GRADE SURVEY

*Students Answering

QUESTIONS	A *No.	A Percent	B *No.	B Percent	C *No.	C Percent	Total
1. This school year I thought I was a (a) good English student, (b) average English student, (c) poor English student.	14	25%	37	66%	5	8%	54
2. My English teacher thought I was a (a) good English student, (b) average English student, (c) poor English student.	14	25%	34	60%	7	12%	55
3. In comparison with past years, this school year I feel that in English I learned (a) more, (b) about the same, (c) less.	35	62%	14	25%	7	12%	56
4. In comparison with past years, this year's English class was (a) more enjoyable, (b) about the same, (c) less enjoyable.	35	62%	14	25%	7	12%	56
5. Which of the following statements best describes your attitude toward Neshaminy High School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	6	11%	35	62%	15	27%	56

TABLE 2

*Students Answering

QUESTIONS	A *No.	A Percent	B *No.	B Percent	C *No.	C Percent	TOTAL
6. Which of the following statements best describes your attitude toward Bucks County Vocational-Technical School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	3	5%	11	20%	42	75%	56
7. Which of the following statements best describes your feelings in comparing the Tech School and Neshaminy High School, (a) enjoyed Tech School more, (b) I enjoyed Neshaminy more, (c) I enjoyed them equally.	26	46%	9	16%	19	34%	54
8. This year my reading ability (a) improved greatly, (b) improved somewhat (c) did not improve.	10	18%	31	55%	15	27%	56
9. In comparison with other Neshaminy High School classes, how did you feel about your Tech English class? (a) enjoyed it more, (b) enjoyed it lass, (c) about the same.	30	53%	7	12%	19	34%	56
10. This year my writing ability (a) improved greatly, (b) improved somewhat, (c) did not improve.	27	48%	23	41%	13	23%	63
11. Indicate how you feel about each of the following units by placing a letter next							

TABLE 2

*Students Answering

QUESTIONS	A *No.	A Percent	B *No.	B Percent	C *No.	C Percent	TOTAL
to it: (a) learned much (b) learned some, (c) learned little.							
"Unit on the Sea"							
(1) Readings	13	24%	31	56%	11	20%	55
(2) Creative projects, slide production, film essays, etc.	30	54.5%	19	34.5%	6	11%	57
(3) Word and language studies.	8	15%	24	45.3%	21	39.6%	53
(4) Films and other audio-visual experiences.	23	43%	25	47%	5	9%	53
(5) Trips.	21	40%	14	27%	17	33%	52
"America Looking at America"							
(6) Sub-unit readings on "America the Melting Pot, "Civil War," " New Ideals in America," "19th and 20th Century America."	8	14%	29	52%	19	34%	56

A correlation of eleventh grade Tech students' perceptions of themselves with their views of how their English teachers perceive them.

2. ↑ \ 1. →	A	B	C
A	Teacher - good Student - good 20% - 11	Teacher - good Student - average 5.5% - 3	Teacher - good Student - poor 0% - 0
B	Teacher - average Student - good 5.5% - 3	Teacher - average Student - average 56% - 31	Teacher - average Student - poor 0% - 0
C	Teacher - poor Student - good 0% - 0	Teacher - poor Student - average 5.5% - 3	Teacher - poor Student - poor 7.2% - 4

(1 Incomplete Paper)

FIGURE 3

A total of 62 percent of the students indicated they learned more in the 1971-72 Vocational-Technical English program than they had in past years, 25 percent learned the same, and 12 percent learned less.

A total of 62 percent of the students indicated that the 1971-72 Tech English program was more enjoyable than English classes of former years; 25 percent enjoyed them the same and 12 percent enjoyed them less. A correlation of the students' enjoyment of school with how humch they thought they learned is reported in Figure 4.

When asked to indicate their attitudes towards the home school a total of 62 percent of the students indicated that since they had to come to school they made the best of it, 27 percent said they enjoyed school and 11 percent said they hated school. Thus, two and one-half times as many students enjoyed the home school as hated it.

When asked to react to the same question regarding Bucks County Technical School, a total of 75 percent of the students indicated that they enjoyed school, 20 percent said that since they had to come to school they made the most of it, and 5 percent said they hated school.

When asked to compare their attitudes toward home school vs. Bucks County Technical School, a total of 46 percent said they enjoyed Tech School more, 34 percent enjoyed both schools equally, and 16 percent enjoyed home school more.

When asked to evaluate their reading improvement over the past year, a total of 55 percent of the students felt they improved somewhat, 27 percent said they did not improve, 18 percent improved greatly.

In comparing the Tech English class with other Neshaminy High School classes, a total of 53 percent of the students stated that they enjoyed Tech English better than any of their other academic support programs, 34 percent enjoyed both equally, and 12 percent enjoyed it less.

When asked to appraise their writing and composition skills, a total of 48 percent of the students indicated their writing ability improved greatly, 41 percent said they improved somewhat, and 23 percent said they did not improve.

A correlation of eleventh grade Tech students' enjoyment of English class with how much they thought they learned.

4. ↑ \ 3. →	A	B	C
A	Enjoyed - more Learned - more 55% - 31	Enjoyed - more Learned - same 12% - 7	Enjoyed - more Learned - less 0% - 0
B	Enjoyed - same Learned - more 7.1% - 4	Enjoyed - same Learned - same 10% - 6	Enjoyed - same Learned - less 5.3% - 3
C	Enjoyed - less Learned - more 0% - 0	Enjoyed - less Learned - same 1.8% - 1	Enjoyed - less Learned - less 7.1% - 4

FIGURE 4

Student appraisals of experiences they had in their unit blocks of study:

Sea Hunt

A total of 56 percent of the students indicated that they learned some from their literature-reading experiences; 24 percent indicated that they learned much and 20 percent indicated they learned little.

A total of 54.5 percent of the students indicated that they learned much from their creative project experiences (slide production, photo essay, etc.); 34.5 percent indicated they learned some, and 11 percent indicated they learned little.

A total of 45 percent of the students indicated they learned some from their language studies (vocabulary study, language analysis, etc.); 40 percent indicated they learned little, and 15 percent indicated they learned much.

A total of 47 percent of the students indicated that they learned some from films and other audio-visual experiences, 43 percent indicated they learned much, and 9 percent indicated they learned little.

A total of 40 percent of the students indicated that they learned much from experiences gained on field trips; 35 percent indicated they learned little, 27 percent indicated they learned some.

Americans Looking at America Unit

A total of 52 percent of the students indicated that they learned some from their literature-reading experiences, 34 percent indicated they learned little, and 14 percent indicated they learned much.

A total of 48 percent of the students indicated that they learned some from their creative projects, 33 percent indicated that they learned much, and 18 percent indicated that they learned little.

A total of 50 percent of the students indicated that they learned some from films and audio-visual experiences, 30 percent indicated they learned much and 20 percent indicated they learned little.

A total of 50 percent of the students indicated that they learned some from word and language studies, 28 percent indicated they learned little, and 22 percent indicated they learned much.

A total of 82.5 percent of the students' self-concepts were identical to their appraisals of their English teachers' evaluations. A total of 55.5 percent of the students felt that they were average and also felt their teachers saw them that way. These results are reported in Figure 3.

In comparing this year's English class with those of past years, a total of 73.2 percent of the students felt that they learned more as well as enjoyed the class more than in previous years. These results are reported in Figure 4.

TWELFTH GRADE

The three twelfth grade English teachers of vocational-technical students administered a ten question evaluation sheet to a total of 78 students out of a class of 92 students. The fourteen students who were not surveyed were absent on the day the student evaluation was made.

The student evaluation indicated that 86 percent of grade twelve vocational-technical students queried see themselves as they think the English teacher sees them, as reported in Figure 5. A total of 64 percent classify themselves as average students; 14 percent as good students, and 8 percent as poor students as reported in Table 3.

The survey indicated that 58 percent of the students polled felt that they learned "about the same" or "more" than in previous years, and enjoyed the classes "about the same" or "more" as classes in previous years. However, 17 percent of the students felt they had "learned more" but "enjoyed classes about the same" as in previous years. These results are also reported in Table 3. A correlation was made of the students' enjoyment of school with how much they thought they learned. These results are reported in Figure 6.

A total of 60 percent of the students prefer the Tech School to the home school, but a relatively large number, 50 percent, felt that they have to come to school, so they make the best of it.

A total of 74 percent of the students indicated that there was some improvement in reading, and 78 percent indicated a slight improvement in writing ability.

A correlation of twelfth grade Tech students' perceptions of themselves with their views of how their English teachers perceive them.

1. →	A	B	C
A	Teacher - good Student - good 29% - 22	Teacher - good Student - average 17% - 13	Teacher - good Student - poor 1% - 1
B	Teacher - average Student - good 8% - 6	Teacher - average Student - average 29% - 22	Teacher - average Student - poor 5% - 4
C	Teacher - poor Student - good 0% - 0	Teacher - poor Student - average 8% - 6	Teacher - poor Student - poor 4% - 3
↑ 2.			

FIGURE 5

*Students Answering

VOCATIONAL/TECHNICAL ENGLISH EVALUATION
TABLE 3
RESULTS OF TWELFTH GRADE SURVEY

QUESTIONS	A		B		C		
	*No.	Percent	*No.	Percent	*No.	Percent	TOTAL
1. This school year I thought I was a (a) good English student, (b) average English student, (c) poor English student.	15	19%	55	71%	8	10%	78
2. My English teacher thought I was a (a) good English student, (b) average English student, (c) poor English student.	15	19%	56	72%	7	9%	78
3. In comparison with past years, this school year I feel that in English I learned (a) more, (b) about the same, (c) less.	28	36%	41	53%	8	11%	77
4. In comparison with past years, this year's English class was (a) more enjoyable, (b) about the same, (c) less enjoyable.	36	46%	33	42%	9	12%	78
5. Which of the following statements best describes your attitude toward Neshaminy High School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	15	19%	39	50%	24	31%	78

*Students Answering

TABLE 3

QUESTIONS	A		B		C		TOTAL
	*No.	Percent	*No.	Percent	*No.	Percent	
6. Which of the following statements best describes your attitude toward Bucks County Vocational-Technical School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	5	6%	12	16%	60	78%	77
7. Which of the following statements best describes your feelings in comparing the Tech School and Neshaminy High School, (a) I enjoyed Tech School more, (b) I enjoyed Neshaminy more, (c) I enjoyed them equally.	46	60%	14	18%	17	22%	77
8. This year my reading ability (a) improved greatly, (b) improved somewhat, (c) did not improve.	8	10%	50	64%	20	26%	78
9. In comparison with other Neshaminy High School classes, how did you feel about your Tech English class? (a) enjoyed it more, (b) enjoyed it less, (c) about the same.	35	46%	1	1%	40	53%	76
10. This year my writing ability (a) improved greatly, (b) improved somewhat, (c) did not improve.	7	9%	54	69%	17	22%	78

A correlation of twelfth grade Tech students' enjoyment of English class with how much they thought they learned.

4. ↑ / 3. →	A	B	C
A	Enjoyed - more Learned - more 14% - 11	Enjoyed - more Learned - same 3% - 2	Enjoyed - more Learned - less 0%-0
B	Enjoyed - same Learned - more 5% - 4	Enjoyed - same Learned - same 64% - 50	Enjoyed - same Learned - less 4% - 3
C	Enjoyed - less Learned - more 0% - 0	Enjoyed - less Learned - same 3% - 2	Enjoyed - less Learned - less 8% - 6

FIGURE 6

Students indicated a favorable reaction to English Tech class (99 percent).

SUMMARY OF STUDENTS' SURVEY

The data collected from the students in the tenth, eleventh, and twelfth grades was compared by grade level. The results of this comparison appear in Table 4.

The majority of students at each grade level saw themselves as average students. The majority at each grade level also thought their teachers saw them as average. A correlation of the students' perceptions of themselves with their concept of their teachers' perceptions appears in Figure 7.

In all three grade levels the great majority of students stated that they learned at least as much English and enjoyed English at least as much as in previous years. A correlation of these two concepts appears in Figure 8. A higher percentage of students in the eleventh grade both enjoyed English much more and thought they learned much more than in the other two grade levels.

A majority of students in all grade levels enjoyed the Technical School; however, a majority in all grade levels said that since they had to come to Neshaminy, they made the best of it.

On each grade level the great majority of students felt their reading and writing improved.

A compilation of the results of the surveys on all levels was also made. These results are reported in Table 5.

VOCATIONAL/TECHNICAL ENGLISH EVALUATION

TABLE 4

SURVEY RESULTS COMPARED BY GRADE LEVEL

QUESTIONS	A			B			C		
	10	11	12	10	11	12	10	11	12
	%	%	%	%	%	%	%	%	%
1. This school year I thought I was a (a) good English student, (b) average English student, (c) poor English student.	27	25	19	59	66	71	14	8	10
2. My English teacher thought I was a (a) good English student, (b) average English student, (c) poor English student.	19	25	19	56	60	72	25	12	9
3. In comparison with past years, this school year I feel that in English I learned (a) more, (b) about the same, (c) less.	42	62	36	36	25	53	20	12	11
4. In comparison with past years, this year's English class was (a) more enjoyable, (b) about the same, (c) less enjoyable.	36	62	46	34	25	42	30	12	12
5. Which of the following statements best describes your attitude toward Neshaminy High School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	18	11	19	52	62	50	30	27	31

TABLE 4

QUESTIONS	A 10 %	A 11 %	A 12 %	B 10 %	B 11 %	B 12 %	C 10 %	C 11 %	C 12 %
6. Which of the following statements best describes your attitude toward Bucks County Vocational-Technical School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	.02	5	6	18	20	16	80	75	78
7. Which of the following statements best describes your feelings in comparing the Tech School and Neshaminy High School, (a) I enjoyed Tech School more, (b) I enjoyed Neshaminy more, (c) I enjoyed them equally.	59	46	60	21	16	18	20	34	22
8. This year my reading ability (a) improved greatly, (b) improved somewhat, (c) did not improve.	11	18	10	62	55	64	27	27	26
9. In comparison with other Neshaminy High School classes, how did you feel about your Tech English class? (a) enjoyed it more, (b) enjoyed it less, (c) about the same.	25	53	46	32	12	1	43	34	53
10. This year my writing ability (a) improved greatly, (b) improved somewhat, (c) did not improve.	5	48	9	56	41	69	39	23	22

A correlation of all Tech students' perception of themselves with their views of how their English teachers perceive them.

1. →	A	B	C
A	Teacher - good Student - good 19% - 50	Teacher - good Student - average 7.7% - 19	Teacher - good Student - poor .45% - 1
B	Teacher - average Student - good 6.5% - 16	Teacher - average Student - average 47% - 109	Teacher - average Student - poor 2% - 5
C ↑ 2.	Teacher - poor Student - good .82% - 2	Teacher - poor Student - average 8.1% - 20	Teacher - poor Student - poor 9.4% - 23

245 Students

FIGURE 7

A correlation of all Tech students' enjoyment of English class with how much they thought they learned.

4. ↓ / 3. →	A	B	C
A	Enjoyed - more Learned - more 27% - 67	Enjoyed - more Learned - same 6.4% - 16	Enjoyed - more Learned - less 1.6% - 4
B	Enjoyed - same Learned - more 8.8% - 22	Enjoyed - same Learned - same 31% - 77	Enjoyed - same Learned - less 4.4% - 11
C	Enjoyed - less Learned - more 3.6% - 9	Enjoyed - less Learned - same 6.8% - 17	Enjoyed - less Learned - less 10.8% - 27

250 Students

FIGURE 2

VOCATIONAL/TECHNICAL ENGLISH EVALUATION

TABLE 5

RESULTS OF THE SURVEY OF ALL TECHNICAL SCHOOL STUDENTS

*STUDENTS ANSWERING QUESTIONS	A		B		C		TOTAL
	*No.	Percent	*No.	Percent	*No.	Percent	
1. This school year I thought I was a (a) good English student, (b) average English student, (c) poor English student.	57	22%	164	65%	30	13%	251
2. My English teacher thought I was a (a) good English student, (b) average English student, (c) poor English student.	50	20%	154	62%	42	18%	246
3. In comparison with past years, this school year I feel that in English I learned (a) more, (b) about the same, (c) less.	113	45%	99	39%	38	16%	250
4. In comparison with past years, this year's English class was (a) more enjoyable, (b) about the same, (c) less enjoyable.	115	45%	86	34%	53	21%	254
5. Which of the following statements best describes your attitude toward Neshaminy High School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	41	16%	133	54%	73	30%	247

TABLE 5

*Students Answering QUESTIONS	A *No.	A Percent	B *No.	B Percent	C *No.	C Percent	TOTAL
6. Which of the following statements best describes your attitude toward Bucks County Vocational-Technical School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.	11	4.4%	44	18%	194	77.6%	249
7. Which of the following statements best describes your feelings in comparing the Tech School and Neshaminy High School, (a) I enjoyed Tech School more, (b) I enjoyed Neshaminy more, (c) I enjoyed them equally.	141	58%	47	19%	58	23%	246
8. This year my reading ability (a) improved greatly, (b) improved somewhat, (c) did not improve.	47	18%	153	57%	66	25%	266
9. In comparison with other Neshaminy High School classes, how did you feel about your Tech English class? (a) enjoyed it more, (b) enjoyed it less, (c) about the same.	93	38%	45	18%	108	44%	246
10. This year my writing ability (a) improved greatly, (b) improved somewhat, (c) did not improve.	40	15%	142	55%	74	30%	256

PART V

SUMMARY AND CONCLUSIONS

The purpose of this project was to develop a more relevant and utilitarian English class program for Technical School students than previously existed. The need for new methods for teaching these students was apparent from their attitudes toward school and their general lack of self-respect. Thus, the project objectives were formulated as noted in the proposal on Page 6. (See Appendix F.)

To test the accomplishment of these objectives, survey forms were distributed to students. A second set of survey forms was distributed to administrators and supervisory personnel. English teachers of Technical School students were also surveyed with slightly different forms at each grade level.

TENTH GRADE

A total of 86 percent of the tenth grade Technical School students thought of themselves as at least average English students. This appears to be a high percentage for a group of students who supposedly have a low self-image.

Since 79 percent of the students' perceptions of themselves agreed with what they thought their teachers' perceptions were, it would appear that the students see themselves substantially the same as they think their teachers see them. Thus, it would seem that at the end of the school year the Tech School students' general self-image would not be considered low. Also it could be inferred that students thought of their teachers' assessments as being fair. This inference would speak well for student-teacher rapport.

More students felt that they learned at least as much during this new program as they had in past years. One student commented orally, "In past years we just did puzzles and played games and it was fun, but this year we learned a lot."

Many students said they enjoyed the Tech School program more than they enjoyed the academic support program. When asked why

they responded this way, students replied that the relevancy of what they did at Tech School was more apparent. They also indicated that Tech School was more demanding. Another factor that may account for the differences in students' attitudes about the schools is that the students who were unsuccessful in or disliked Tech School during the school year were removed from that program.

A total of 73 percent of the tenth grade students felt their reading ability improved at least somewhat. Of this percentage, eleven percent felt their reading improved greatly. However, there were great differences among the classes in the tenth grade in their answers to this question. Over 50 percent of the class, which contained students with the lowest reading ability, responded that their reading skill improved greatly. Thus, the emphasis on communication skills probably differed from class to class within the grade level.

When the students were asked how they felt about the improvement in their writing, 71 percent felt there was improvement. Once again there were differences among classes within the grade level.

When asked to compare their English class with other classes at Neshaminy, 43 percent of the students said they enjoyed English about the same, while 32 percent said they enjoyed it less. This result is not surprising when one considers that the majority of the students surveyed have a background of language arts difficulties. Also, 70 percent of the students found this year's English class at least as enjoyable as in previous years.

The students were also asked how much they thought they had learned from each of the units as reported in Part IV. It is interesting to note that three of the units which many of the students cited as those from which they learned much (reading and understanding of the newspaper, using reference books in the library, short stories) were studied early in the school year. This is a surprising result in light of the criticism often aimed at this type of survey that respondents tend to remember best that which happened most recently.

Many students responded that they had learned at least some about understanding the meanings and uses of words. This is probably because this particular unit in some of its phases was an on-going one throughout the school year.

When asked their feelings about the class activities, overwhelming percentages cited the coffee breaks and class trips as

being much enjoyed. Students stated orally that the coffee break made school seem more like a real job. They also said that the informal discussions with their teachers during these breaks heightened student-teacher relationships and afforded an opportunity for students to ask questions that they either did not have time to ask or did not want to ask in class. Participation in the daily coffee break was also used by the English teachers in the tenth grade as incentive for students to complete their work. Therefore, it would appear that this activity had great instructional value.

The class trips were activities which grew out of curricular studies. These trips were planned, executed, and evaluated by the students and teachers who took part in them. Because of the student planning and participation as well as the uniqueness to the students of the experiences on the trips, it is not surprising that students found the class trips enjoyable.

Many students did not enjoy the homework assignments. They said that the time needed for homework conflicted with their jobs outside of school and after work they were too tired to do homework.

Not many students enjoyed much the writing of different kinds of themes. This result is to be expected in view of the difficulties in language for many of the students involved in the Technical School program.

However, only 20 percent of the students stated that they little enjoyed the reading. The majority said that their enjoyment was due to the kinds of materials which they read as well as the discussions about the materials. Some students said they enjoyed reading this year because of the improvement they perceived in themselves.

In addition to the survey, a taped recording was made of a panel discussion by students with a tenth grade English teacher moderating. During the discussion, it was learned that students had equated English with grammar. Time can be well spent at the beginning of the course next year to discuss with the students what the scope of an English/Communication Arts program really encompasses.

From the discussion it was apparent that students felt their basic skills in reading had improved, and they enjoyed the reading materials.

Students perceived as a major problem the lack of communication between the home school and the Tech School, and they felt that some teachers discriminated against them because they were Tech School students. It is apparent that a careful selection and orientation should take place of all teachers who have Technical School students.

ELEVENTH GRADE

The English vocational-technical students are basically non-academically inclined, manually dexterous students whose achievements in the fields of composition and literature are normally significantly low. In view of this, writing was particularly stressed in the junior program. Each student was assigned extensive vocabulary work, sentence writing, descriptive writing, letter writing, and expository writing, as well as extensive analysis of writing samples, using the overhead projector. Eighty-nine percent of the students indicated that their writing improved. It would appear that the eleventh grade English course was successful in raising their perception of their own writing.

The approach to the study of literature was threefold: to understand the authors' ideas; to understand the literary characters, their interests, motivations, fears, etc., and thereby help the students better understand themselves and others; and to analyze the craftsmanship of the author. Attempting to realize these goals, a diversified approach to literature was used as outlined in our course description. For example, in our study of Herman Melville's Moby Dick, the students read a summary of the novel, listened to a recording of the first few chapters, saw a teaching film called "The Quarter Deck," read and analyzed three chapters in-depth, and in addition, visited Mystic, Connecticut. There they were given a special film presentation and lecture on whaling, a planetarium visit which included a chart of the Pequod's voyage, a tour of a whaling ship, and finally, a seafood dinner at Seamen's Inn. A total of 80 percent of the students indicated that they learned some or much from their literature reading experiences. It would appear that a diversified approach addresses itself to many levels of abilities and interests and raises the students' feeling of accomplishment.

The classroom atmosphere was designed to be relativey informal, with a wide variety of activities and learning devices, individual as well as group, incorporated into the program. The Tele-lecture appeared to be a highly successful activity because it brought the world of work directly into the classroom. In one instance, the

owner-manager of a local chain food store spoke to the students discussing job opportunities, job specialties and rate of pay. The entire spectrum of the food industry ranging from agriculture, harvesting, food processing, food packaging, trucking, wholesaling, retailing and advertising was discussed.

Creative projects provided on-going activity during the school year. The diversity of the student projects ranged from making collages, photo essays, and documentary slides presentations, to producing a motion picture presentation of a district-sponsored Humanities program.

The students gave a high priority to the creative part of the program in their evaluation of the year's work. This interest and enthusiasm coupled with the fact that their vocational-technical training pointed to the correlation of the two as a focus for the heuristic approach to problem solving.

The thematic approach to American literature was found to be extremely effective. Although this approach requires an extensive amount of planning with films, speakers and trips, the results are certainly worthwhile. For example, the Tele-lecture demands much time for contacting speakers, setting up interviews, preparing the students and getting the equipment ready. This experiment was successful and next year we intend to utilize the phone more often.

The Sea Unit was more than satisfactory in every respect: from the standpoint of student interest and participation, materials available and coordinating activities.

The unit on Americans Looking at America was successful; however, it is our intent to reorganize this unit for next year. The material will be divided into three distinct sections, each dealing with a major change in the country, its values and customs; for example, "Establishing a Nation," "The Civil War and Westward Expansion," and "Modern Industrial America."

Generally, our feeling is that the program is extremely successful supported by the fact that 62 percent of the students indicated that they learned more in the 1971-1972 Vocational-Technical English program than they had in past years.

TWELFTH GRADE

The nine study blocks of the senior Vocational-Technical English program were geared to produce the specific objectives as stated in Section II of the Vocational-Technical English Course Outline (See Appendix E). Many of these objectives such as understanding of the need for language arts in the working world, and the realization that English is the basic tool of communication and the product of society generally (Objectives 2, 3, 4, and 6) were stressed throughout the entire year's work. Other, more detailed objectives, such as public speaking opportunities (Objective 18), developmental reading (Objective 16), understanding of life through film and literature (Objective 12), involvement of the business community with the vocational-technical program (Objective 9) were attained by structuring specific blocks to obtain these specific goals.

The two-week block structure of the course on the whole worked quite well. One of the senior teachers felt hemmed in by this time limit, but the others had little trouble teaching the twelfth grade technical program in this fashion. The students seemed to prefer the block structure because there was no two-week hold-over of owrk while they were at the Tech School. Each unit was completed by the time they left the home school and there was no need for a "let's refresh our memories about this before we go on" lesson. All three teachers concluded, however, that the Shakespeare Macbeth unit must be expanded next year to a three-week block. These students are very visually oriented and to read, discuss, and use visual aids, films and filmstrips in a study of Macbeth requires more time than a two-week block allows.

The content of the course was structured to emphasize the practical application of language skills and the role of literature in our culture. The seniors enter their final year with a realization that, for most of them, this will be their final chance to acquire basic language skills. This realization was underscored when 33 percent of the students queried at the end of the year stated that they felt that although there had been work done on spelling, vocabulary and usage, more was needed. Of the students queried, 50 percent felt that usage was necessary.

It seems evident that the enjoyability factor is not the predominant motivating influence among twelfth grade vocational-technical students. Rather, it is the terminal year of schooling for many, and the approaching economic pressures of getting and holding a job, and of existing in the "work-a-day world" appear to be a strong motivating factor.

The students found almost immediate use for the Job Kit unit. Many were in the process of applying for jobs and reported that the information worked on in class and the letter of application had been helpful. Some said that they were going to file the letter requesting a job interview (done as a class assignment) as a master copy for future use.

Since most of these students are now, or shortly will be, able to vote, the "Straight Thinking" unit seemed appealing and timely to them. The class applied the study of the fallacies of argument to current political speeches, editorials, etc., and concluded that more research into the backgrounds and past statements of the candidates was needed to form valid opinions on the abilities of the candidates. This was done in the Research and Speech unit. For many it was their first extensive use of the periodical section of the library.

Although much of their vocabulary study was taken from the literature read in class, the students responded better to vocabulary studies from current newspapers and magazines. They seemed to feel that this was more pertinent to their needs since these would most probably be their major reading materials after school. It has been decided that more of their vocabulary study will be taken from newspapers and magazines next year.

Perhaps the most popular unit was the taping of Arthur Miller's play "The Pussy Cat and the Expert Plumber." The students enjoyed hearing themselves on tape and critcized their pronunciation and delivery of lines. Comments like, "I had better learn to talk more slowly," "Do I really mumble like that?" and "I never realized that I talked in a monotone," were frequent self-criticisms.

Several of the units were altered from the original proposal because the teachers felt that the materials planned originally were not valid for the class learning level or did not satisfy the needs of the student. The Drama unit was deleted because it was felt that sufficient time had already been allotted to drama - "Twelve Angry Men," "The Pussy Cat and the Expert Plumber," and "Macbeth." The Persuasive Writing unit was also modified to allow for more reading time.

The least successful unit was the one on the novel. Perhaps its placement in the program contributed to this. By the end of the year the students were so caught up in the rush of senior activities - the Prom, graduation, etc., that the senior staff found it very difficult to motivate productive work in the classes. A possible solution to this problem would be to use films for this

last block instead of reading an entire novel. Structure, plot, characters and setting can be discussed from the filmed novel.

The major problem confronting the senior Tech program was absenteeism. This was particularly bad on Mondays and Fridays when from 30 percent to 50 percent of a class might be absent. This problem necessitated much repetition in presenting materials and concepts.

The range of learning levels of the senior Tech students was extensive. The teacher who taught the lowest learning level found it impossible in many instances to follow the prescribed block outline. She concentrated mostly on reading improvement.

In reviewing the year's program, the senior staff is not in agreement about its success. One teacher felt the program worked very well and provided a basis that, with some modificiations, will provide an excellent course of learning for senior vocational-technical students.

Two teachers felt the program was too advanced and difficult, particularly for the lower learning level student. One felt that the block structure was too limiting - that not enough time was devoted to creative writing, vocabulary enrichment, and basic writing skills, and that the program deviated too radically from a "traditional English program." However, one of these dissenting teachers had participated in drafting the original course outline. Both dissenting teachers expressed a dissatisfaction with teaching Tech students. Neither of these teachers will be teaching in the Tech program next year.

Replacing these two teachers are two who are enthusiastic about the prospects of working with Vocational-Technical students. One of these replacement teachers taught vocational-technical English four years previously, and the other has worked closely with students involved in our district's twelfth grade work-experience program.

It appears that the Technical School English program made some strides in attaining its objectives. It is also apparent that students, teachers, and administrators generally had positive feelings toward the program. At the same time, it appears that more work is needed in developing students' attitudes toward the home school as well as in the development of their basic skills.

ADMINISTRATORS' AND STAFF TECHNICAL ENGLISH EVALUATION

Administrators and supervisory personnel were also asked to express their opinions concerning the vocational-technical English program. Survey forms were distributed to twenty-one such personnel: administrators, 7; deans (disciplinarians and social advisors for the three grade levels),3; guidance counsellors, 9; and two department heads. Three social studies teachers were also asked to respond. Thus, 24 personnel were included in this group.

A total of fourteen forms were returned from this group: administrators, 6; deans, 3; guidance counsellors, 3; and department heads, 1. Only one of the three social studies teachers returned the survey form. Two of the guidance counsellors, although they returned the forms, stated that they felt unqualified to respond. This makes a total of twelve papers which were completed and returned.

In the first question, respondents were asked to compare the attitudes of technical school students with other students in the high school. A total of four found the technical students' attitudes more favorable; eight, about the same; and none found them less favorable. The following comments were made concerning this question:

> "One objective of this vocational-technical pilot project was to improve the self-image of our technical students, and it was undeniably realized. I had the privilege of observing in most of our technical English classes and was able to talk with the students. Their general response to their <u>new</u> and <u>special</u> program, designed especially for them fostered in them a real sense of personal worth. Their attitudes toward their fellow students, their English language experience, and school in general are very positive."

> "In relation to what I hear about technical school students from other schools, I would say ours are <u>more favorable</u>."

When asked to compare the attitudes of the present technical school classes with past technical school classes, a total of eight respondents found the attitudes of the present technical school classes more favorable; four, about the same, and none found their attitudes less favorable. Comments concerning this question were as follows:

"This year's group of technical students, with rare exception, were much more enthusiastic about their new program than have technical students of past years been toward their corresponding programs. Rating especially high in the student excitement toward their 'new' learning experiences in the area of language arts were new units of work, new modes of learning-teaching--especially trips and media experiences and new and different materials."

"The 1969-70 class had 178 enrolled. This year we had 375 students. More students create more problems."

"This is judged by increasing number of teachers who are willing to accept technical classes here at Neshaminy High School."

"It seems as if the present technical school student is more aware of his importance in the total picture of education than ever before."

Respondents were also asked to assess the relationship of the technical school students with their English teachers. A total of seven stated that the English teachers related very well with the students; four, adequately; and one stated that he felt he could not answer. The following comments appeared:

"Attendance was better."

"This year, we had three teams of three teachers each, who, by and large, had a close relationship with their students. With a couple of exceptions, most of the technical teachers established a personal interest in their students and had an extremely good rapport with them."

"Mutual respect seems to be the key."

"Some 'gripes' by technical students with reference to the fact that English dealt more with subject matter or personalities within the class--not teachers."

When asked to state any methods or activities which were observed which were unique to technical school classes, four respondents stated the following:

> "The emphasis on learning experiences for the technical students has been on manipulative materials. Of greatest interest to the students and most successful in developing language skills were 'realistic' and ' 'with it' experiences that involved students with the operation and use of media equipment in developing their projects (reports--oral and written, visual compositions, discussion presentations, etc.)"

> "Team teaching--audio visual--film and slide making made the students feel something was being done for them."

> "Apparent genuine interest of most of the teachers as demonstrated by visits to technical school and by providing class projects related to student skills and interests.

> "Frequent out-of-school trips to provide real experiences in place of vicarious ones."

TEACHERS' TECHNICAL ENGLISH EVALUATION

English teachers of the technical school students were also surveyed. Of the nine teachers, eight responded; one was absent when the surveys were distributed. When asked what aspect of the professional growth programs of this project teachers were able to transfer to classroom use, eight responded that the communications media workshops were most valuable, and three responded that the preliminary workshop, during which the year's work was planned, was also valuable.

When asked to express what opportunities and experiences were provided to strengthen ties between the vocational-technical school staff and the home school staff, all eight teachers referred to visitation to the technical school. This was the only experience mentioned. Teachers were also asked to express in what respects the relationships between the two schools benefited the English program. Four of these teachers responded that they saw no value, two said the visitations showed the students that the English teachers were concerned about them, and two said that technical school teachers indicated a concern about the students' lack of basic skills.

English teachers were also asked if they had correlated lessons and/or units with the other academic disciplines. A total of seven responded that they sometimes correlated lessons/units; one, never; and no one responded that he often correlated. Biology, social studies, and art were the disciplines referred to.

These same English teachers were also asked to compare the attitudes of their technical students with their other classes. A total of three teachers stated that the attitudes of the students in their technical school classes were superior to their other students, three stated that they were the same, and two said the technical school students' attitudes were inferior. These two teachers have requested that they not teach technical school students in the future.

The following operations and concepts were listed by the teachers as being successful:

"Semantics and Fallacies of Reasoning unit was successful because the students could see practical applications. Job Kit unit was successful for the above stated reason. The Comedy and Satire was successful and the class enjoyed doing it. The use of films helped these students to visualize and understand many of the literary concepts discussed in class. Where students could see a practical application for their studies the response was quite good. Where they could see no practical use for their studies the accomplishments were less."

"Oral Reports--The student described a process in his technical field. He could use diagrams on the board, drawings, or demonstration for his informal speech. A written description was also required.

"Trip to the Woods--A double period was used for the trip, one of which was spent with the science teacher, and the other for personal exploration. A writing assignment was the follow-up."

"Especially effective were: our media unit, the experiment with tele-lecture, creative writing and projects, and the thematic structure of the year's work."

"Newspaper and short story units; films: To Kill a Mockingbird; Victory at Sea; Martin Luther King, Montgomery to Memphis."

"Field trip to the Poconos, coffee breaks, ecology unit, interdisciplinary correlation."

"Vocabulary, spelling, and writing; use of films also contributed to student participation in class discussion."

"Literature booklets with critical commentary, writing commercial copy, writing editorials, teaching comedy devices with 'Mad Magazine,' trip to see 'You're a Good Man Charley Brown,' trip to Washington, illustrating poetry in another medium, Shakespearean slides, writing and re-writing compositions to eliminate errors."

When asked to list problems in dealing with the technical school classes, four of the eight English teachers indicated that the two week blocks were insufficient time to cover the units which had been planned. The late arrival and distribution of materials was also mentioned by four teachers. Also mentioned once were each of the following: the low ability of the students, the two week time blocks did not allow sufficient time for evaluation, the imbalance of the number of students in the A and B sections, the negative attitudes of some teachers toward the technical school students hindered the attempts of the English teacher in achieving the objective of raising the students' self-concept, excessive absenteeism, students' negative attitudes toward homework.

As can be seen from the foregoing data, the majority of personnel involved with the program reacted positively. As with all of the administrative and supervisory personnel who responded, the majority of the teachers participating in the program found the technical school students' attitudes toward school to be the same as, if not superior to, the other students' in the school. It was also ascertained that the attitudes of this year's technical students were at least as good, if not better, than technical students in the past. It also appears from the data that the technical school students related well with their English teachers.

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APPENDIX A

VOCATIONAL-TECHNICAL SCHOOL ENGLISH PROGRAM

SAMPLE STUDENT EVALUATION FORMS, GRADES 10, 11, AND 12

APPENDIX A

DIRECTIONS TO STUDENTS

1. The papers you are going to receive are surveys to determine your attitudes and opinions about your progress.

2. Since these answers are opinions, you need not be afraid of answering incorrectly; therefore, please try to answer each question honestly.

3. It is not necessary to put your name on the paper.

4. If you have any questions after you have received the paper, please raise your hand for further direction.

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

STUDENTS' TECHNICAL ENGLISH EVALUATION

Please indicate your answer by filling in letter choice in the space provided.

_____ 1. This school year I thought I was a (a) good English student, (b) average English student, (c) poor English student.

_____ 2. My English teacher thought I was a (a) good English student, (b) average English student, (c) poor English student.

_____ 3. In comparison with past years, this school year I feel that in English I learned (a) more, (b) about the same, (c) less.

_____ 4. In comparison with past years, this year's English class was (a) more enjoyable, (b) about the same, (c) less enjoyable.

_____ 5. Which of the following statements best describes your attitude toward Neshaminy High School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.

_____ 6. Which of the following statements best describes your attitude toward Bucks County Vocational-Technical School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.

_____ 7. Which of the following statements best describes your feelings in comparing the Tech School and Neshaminy High School, (a) I enjoyed Tech School more, (b) I enjoyed Neshaminy more, (c) I enjoyed them equally.

Comment: (If possible, list reasons why you answered No. 7 as you did.)

_____ 8. This year my reading ability (a) improved greatly, (b) improved somewhat, (c) did not improve.

_____ 9. In comparison with other Neshaminy High School classes, how did you feel about your Tech English class? (a) enjoyed it more, (b) enjoyed it less, (c) about the same.

_____10. This year my writing ability (a) improved greatly, (b) improved somewhat, (c) did not improve.

STUDENTS' TECHNICAL ENGLISH EVALUATION

11. Indicate how you feel about each of the following units by placing a letter next to it: (a) learned much (b) learned some (c) learned little.

_____About understanding the meanings and uses of words.
_____About reading and understanding the newspapers.
_____About poetry.
_____About using reference books in the library.
_____About short stories.
_____About drama (plays).
_____About biographies and biographical writing.
_____About essays.
_____About novels.

12. Indicate how you feel about each of the following activities: (a) enjoyed much, (b) enjoyed some, (c) enjoyed little.

_____Reading different kinds of materials.
_____Writing different kinds of themes.
_____Doing the kinds of homework assignments we had.
_____Viewing films, T.V., and pictures.
_____Our coffee breaks.
_____Our class trips.
_____Any others. Name specifically.

13. I have participated in the following co-curricular activities this year: (List those you have participated in. If none, state the reason.)

14. Personal Comments:

ELW/dh
5/26/72

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

STUDENTS' TECHNICAL ENGLISH EVALUATION

Please indicate your answer by filling in letter choice in the space provided.

_____ 1. This school year I thought I was a (a) good English student, (b) average English student, (c) poor English student.

_____ 2. My English teacher thought I was a (a) good English student, (b) average English student, (c) poor English student.

_____ 3. In comparison with past years, this school year I feel that in English I learned (a) more, (b) about the same, (c) less.

_____ 4. In comparison with past years, this year's English class was (a) more enjoyable, (b) about the same, (c) less enjoyable.

_____ 5. Which of the following statements best describes your attitude toward Neshaminy High School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.

_____ 6. Which of the following statements best describes your attitude toward Bucks County Vocational-Technical School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.

_____ 7. Which of the following statements best describes your feelings in comparing the Tech School and Neshaminy High School, (a) I enjoyed Tech School more, (b) I enjoyed Neshaminy more, (c) I enjoyed them equally.

Comment: (If possible, list reasons why you answered No. 7 as you did.)

_____ 8. This year my reading ability (a) improved greatly, (b) improved somewhat, (c) did not improve.

_____ 9. In comparison with other Neshaminy High School classes, how did you feel about your Tech English class? (a) enjoyed it more, (b) enjoyed it less, (c) about the same.

_____10. This year my writing ability (a) improved greatly, (b) improved somewhat, (c) did not improve.

STUDENTS' TECHNICAL ENGLISH EVALUATION

11. Indicate how you feel about each of the following units by placing a letter next to it: (a) learned much (b) learned some, (c) learned little.

"UNIT ON THE SEA"

_____Readings.
_____Creative projects, slide production; film essays, etc.
_____Word and language studies.
_____Films and other audio-visual experiences.
_____Trips.

UNIT - "AMERICA LOOKING AT AMERICA"

_____Sub-unit readings on "America The Melting Pot," "Civil War," "New Ideals in America," "19th and 20th Century America."
_____Creative projects, slide production, film essays.
_____Films and other audio-visual experiences.
_____Word and language studies (notetaking, journals, descriptive writing, vocabulary building, etc.

12. Personal Comments:

ELW/dh
5/26/72

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

STUDENTS' TECHNICAL ENGLISH EVALUATION

Please indicate your answer by filling in letter choice in the space provided.

_____ 1. This school year I thought I was a (a) good English student, (b) average English student, (c) poor English student.

_____ 2. My English teacher thought I was a (a) good English student, (b) average English student, (c) poor English student.

_____ 3. In comparison with past years, this school year I feel that in English I learned (a) more, (b) about the same, (c) less.

_____ 4. In comparison with past years, this year's English class was (a) more enjoyable, (b) about the same, (c) less enjoyable.

_____ 5. Which of the following statements best describes your attitude toward Neshaminy High School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.

_____ 6. Which of the following statements best describes your attitude toward Bucks County Vocational-Technical School, (a) I hated school, (b) Since I have to come to school, I made the best of it, (c) I enjoyed school.

_____ 7. Which of the following statements best describes your feelings in comparing the Tech School and Neshaminy High School, (a) I enjoyed Tech School more, (b) I enjoyed Neshaminy more, (c) I enjoyed them equally.

Comment: (If possible, list reasons why you answered No. 7 as you did.)

_____ 8. This year my reading ability (a) improved greatly, (b) improved somewhat, (c) did not improve.

_____ 9. In comparison with other Neshaminy High School classes, how did you feel about your Tech English class? (a) enjoyed it more, (b) enjoyed it less, (c) about the same.

_____10. This year my writing ability (a) improved greatly, (b) improved somewhat, (c) did not improve.

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APPENDIX B

VOCATIONAL-TECHNICAL SCHOOL ENGLISH PROGRAM

SAMPLE TEACHER EVALUATION FORMS

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

TEACHERS' TECHNICAL ENGLISH EVALUATION

1. What aspects of the professional growth programs of this project were you able to transfer to classroom use?

2. What opportunities and experiences were provided to strengthen ties between the Vocational/Technical School staff and the home school staff?

3. In what respects have such improved relationships between the two schools benefitted the English program?

4. Did you correlate lessons (units) with the other disciplines?

   Often_____Sometimes_____ Never_____

5. In comparison with your other classes, how would you rate the attitude of your Tech School students?

   Superior_____The Same_____ Inferior_____

TEACHERS' TECHNICAL ENGLISH EVALUATION

6. Successful operations and concepts:

7. Problems:

ELW/dh
5/26/72

APPENDIX C

VOCATIONAL-TECHNICAL SCHOOL ENGLISH PROGRAM

SAMPLE ADMINISTRATORS' AND STAFF EVALUATION FORM

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

ADMINISTRATORS' AND STAFF TECHNICAL ENGLISH EVALUATION

1. In comparison with other students, how would you rate the attitudes of Tech School students.

   More favorable_____ Less favorable_____About the same_____

   Comments:

2. In comparison with past Tech School classes, how would you rate the attitudes of the present Tech School classes:

   More favorable_____ Less favorable_____ About the same_____

   Comments:

3. In general, the Tech School English teachers in their relationships with their Tech School students appeared to:

   a. relate very well with the students
   b. relate adequately
   c. relate poorly

   Comments:

4. Did you observe any methods or activities which were unique to Tech School classes?

   If so, what?

ELW/dh
5/26/72

ED 072176

APPENDIX D

STUDENT COMMENTS TO SURVEY QUESTIONS VII, XIII, XIV

TECH - A & B - STUDENT RESPONSES TO SUMMARY

QUESTION VII

1. "Because Tech School is things I like to do."

2. "The ("Tech") teachers are great. Some Neshaminy teachers are not friendly and make it bad."

3. "I feel that a technical school education is better than any other."

4. "I think I was more busy over at Tech and we didn't have to work as hard."

5. "In Tech School they don't treat you like a little kid."

6. "In Tech School there is more free time and get to see all my friends."

7. "Because I am learning what I want to learn."

8. "Because there is more freedom at Tech than there is here. Also you don't always have a teacher nagging you."

9. "I like the subject more."

10. "More freedom. They don't treat you like little kids."

11. "I am studying in the field I enjoy."

12. "Because I'm doing and learning something I love."

13. "Tech is a better place to be. You have people from other schools and have a closer relationship in your area with them."

14. "I like to work with my hands and Tech School is the place. I think the home school is a little more boring."

15. "Because you are working and doing or making what you want."

16. "Because it's something I like to do."

17. "Because in Tech School you don't have to hand in paper work or take notes; in Tech School you will always remember the stuff you learn."

18. "Neshaminy isn't that much of a pain."

19. "You get tired of Tech and then you want to go back to Neshaminy."

20. "Because at Tech you're not told what to do all the time. And you do what you think has to be done."

21. "Because you can smoke and you are not stuck behind a desk all day."

22. "Tech is like a job."

23. "I sometimes like Tech School and sometime Neshaminy and sometime I do not like Tech and I do not like Neshaminy, but most of the time I like them both."

24. "There isn't as much pressure about grades, tests, etc."

25. "The way the school is run."

26. "Because I like work and Tech School is like work."

27. "You get to meet people, learn new things and discover new ideas."

28. "In Tech School I'm doing something I'm interested in, while at Neshaminy I feel as though I'm always rushed."

29. "I could do without both of them."

30. "I like what I do all day. I just stay in my shop and do what I like. Here (Neshaminy) I have to go to classes I don't like."

31. "In Tech School I had more freedom and enjoyed the work I was doing."

32. "At Tech School you only have 1 test at the end of two weeks and that's about the only worry you have. Plus we have kids from 10, 11 and 12 I get along with the 11 and 12 graders better."

33. "Going to Tech was like going to work and it was the type of work I like doing."

34. "Both schools have their good points about them. I was not unhappy here (Neshaminy) and I wasn't unhappy at Tech School. So I think they are equal."

35. "Over at Tech School you are doing something, not sitting down all day."

36. "I enjoyed being with my friends, from both the Tech School and Neshaminy. We had somewhat the same freedom."

37. "Freedom of movement is greater at Neshaminy."

38. "High school wa a lot of hassles every day with ----- (disciplinarian) and all. He's the reason I didn't want to come here. He's such a _____(obscenity)."

39. "Because I enjoyed only work at both places. There wasn't really a dull moment."

40. "Neshaminy doesn't have the strict seniority as the Tech School does."

41. "I like home school and I also like Tech."

42. "I enjoy Neshaminy because I get to see my friends. But I really like Tech because I can learn a trade."

TECH - A & B - STUDENT RESPONSES TO SUMMARY

QUESTION XIII

1. Rifle team, baseball, golf, weight lifting.

2. None - medical problem.

3. "Because I have to work every day after school."

4. "None, because most of the meetings are after school and I can't stay."

5. "I work after school, every day."

6. "I could not join activities due to my scheduling over at Tech School. It would be impossible for me to leave on the 2:00 P.M. bus."

7. "I do have things to do at home I enjoy."

8. "Gymnastics."

9. "Had to work."

10. "J.V. football, track. I would have gone for wrestling but I had to work."

11. "None, because I worked after school most of the time."

12. "Football and weight lifting."

13. "Weight lifting work outs."

14. "Wrestling."

15. "I have not participated because I work after school."

16. "Swimming, intramural wrestling."

17. "Intramural rifle team."

18. "None. Had much to do after school, work and so on."

19. "No. Have no time."

20. "None, I'm not big on going to school. I don't want to stay after for some crazy game. I want to get marry (sic) and raise a family."

21. "I work after school."

22. "Weight lifting and work outs."

23. "I didn't feel like it."

24. "Because I work after school."

25. "football."

26. "No. Have no time."

27. "None. Had much to do after school, work and so on."

28. "Never got into that kind of thing in any school."

29. "Football."

30. "I haven't. The reason is I have a job and can't stay after."

31. "Football, wrestling, gym night, track, weight lifting."

32. "I have not participated in any co-curricular activities because I am taking a home study course and I have a job."

33. "I have more fun at home playing football, baseball, so I didn't join any sports."

34. "No time."

35. "Football - gym night."

36. "Gymnastics."

37. "I was going out for baseball, but I missed the day for signing up."

38. "None - don't have the time."

39. "None. Have lessons and sometimes work after school."

40. "No, because I didn't have the time."

41. "I was working all year long after school."

42. "No, because of medical reasons."

43. "None, because I didn't want to - and none of them really interested me, and besides, I am not able to stay after school because of my little family (kids after school)."

44. "In the beginning of the year I thought it wouldn't work out if I was in Tech. Then I got a job after school and I couldn't.

45. "Intramural rifle."

46. "None, because I didn't want to, didn't want to waste my time." (But at night like football games and dances, I attended because I enjoyed them.)

47. I have not participated in any co-curricular activities because: (1) not enough information when in Tech, and (2) I just like school and classes, you don't have to be in any sports or clubs to be a good student."

TECH - A & B - STUDENT RESPONSES TO SUMMARY

QUESTION XIV

1. "This course in English is the best I've ever had so I believe they ought to keep it."

2. "The school is alright (sic), but there is (sic) some wrinkles that have to be taken out."

3. "English this year was all right this year except it was to (sic) long, it got boring."

4. "I feel Tech School is a good program."

5. "This school year was most enjoyable for me. I learned alot(sic) and I had fun doing it."

6. "I can't see what more I can learn in the high school. The only thing left is what I'm going to do for a living, and learn math. Tech School teachers taught both without being bored all the time."

7. "This year's English program was a lot better than any other year. I think you should keep this course."

8. "It is great. I think more people should know that you can go out for sports without any problems, and buses our (sic) provided."

9. "I feel Mrs. _____ has made me look at English in a completely different way. Not only the way we get it in grade school (nouns and verbs). She has a great understanding of kids our age. I can't remember a dull moment. It was always interesting and you didn't have to remember things over a two-week period at Tech. This year I have made the honor roll all year and it was the first time in my life that I made it and I did it 4 times. I hope next year is as interesting."

10. "To be trueful (sic) the only class I enjoyed all year and didn't mind coming to was English. I just wish there were more teachers like Mrs. _____. The rest of my classes were boring, dull, and after I came out of the other classes I felt like quitting school. I could find better ways to waste my time. I thought Tech was great except for the beginning of the year. I can hardly wait to go back next year."

11. "I enjoyed English because we had a young, gay, full of life teacher who really tried to help us and teach us, and went out of her way to show it."

12. "This year was pretty good."

13. "Two periods of English in a row is too much at a time."

14. "English class is ok. The teacher is the problem."

15. "Liked most of it except the orall (sic) report."

16. "If it was possible, I would like to go to Tech all year. The people and teachers are great and love to help students. I feel uncomfortable at Neshaminy and at home at Tech."

17. "I think if we didn't have such a long period of English I might have enjoyed it better, and if we did a little less reading I might have liked it better."

18. "The day may be longer at Bucks County Tech, but it is a great place to be. You have a good time while you are working. The relationship between people in our area is the best. Tech School also makes the year more enjoyable and the year seems to go faster. Neshaminy High wasn't that much fun, you meet someone, you're here for two weeks and then you're gone. You can't meet other people."

19. "Don't like English 5 mods straight with the same teacher."

20. "Teachers have too much to say. The students can hardly ever express what they feel. That's why more kids are dropping out. I have a mind to think, say, and do what I want. And nobody can put chains around my mind."

21. "English class is too long - shorten it. In our class the class was alright (sic) but we had no say. The teacher was a pain in the_____."

22. "The class was okay but the teacher stunk."

23. "I thought this year was a good year. The English class was very interesting."

24. "There's always some mishaps with school you can't expect everything to go right. All in all it was a pretty good year."

25. "The media unit was the best and this year was put together very well."

26. "I didn't like the unit on the Civil War."

27. "Next year don't do so much vocabulary. Do not give same final examinations, it stinks. Explain your question better (sic)."

28. "More trips and creative writing. Let me write about what turns me on."

29. "I don't like to have to take English."

30. "It was different."

31. "I liked this class better than chemistry."

32. "I enjoyed this year in English class the most this year because of the creative writing and because of the teacher."

33. "I enjoyed my classes at Neshaminy especially English and American Civics. I have learned more this year than any other year because I enjoyed these classes a lot. Out of all the times I cut class, I never cut those two cause I enjoyed going. I read 5 books in English on my own since November where before I never read at all. I just wish I had started at Tech earlier."

34. "I totally enjoyed this fantastic English class and hope its very successful in its coming years!"

35. "I think all English classes should be run like Tech English and I think Tech School would be more successful if the time for dismissal was a little earlier."

36. "I enjoyed this year in English very much."

37. "This year was about the only year that I can say I had the chance to get close to my English teacher and classmates."

38. "This year's English class was very enjoyable for the little time I was here. But this English class was very, very exciting and I really did learn a lot."

39. "I thought it was half desent (sic)."

40. "This year was more enjoyable than past years because before I never had any real good teachers. This year most of them were better."

41. "The English classes are great but I think the students need more grammar."

42. "English is getting better."

ED 072176

APPENDIX E

EXPERIMENTAL TECH. SCHOOL ENGLISH COURSE OUTLINES

DEVELOPED UNDER PROVISIONS OF PROPOSAL

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

SENIOR HIGH SCHOOL

VOCATIONAL-TECHNICAL ENGLISH COURSE OUTLINE

1971-1972

Prepared by:

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dh
9/14/71
6/31/72

VOCATIONAL-TECHNICAL ENGLISH COURSE

I. RATIONALE

The Neshaminy Senior High School, located in the Delaware Valley of Lower Bucks County, is situated between the two highly industrialized cities of Philadelphia, Pennsylvania and Trenton, New Jersey. United States Steel is located in nearby Fairless Hills, Penna., and many other industries such as General Electric, Atlantic Products, Nabisco, Rohm and Haas, etc., are located nearby. The school serves Levittown, Penna., as well as several other suburban communities.

Neshaminy Senior High School students interested in vocational-technical educational training may apply to the Bucks County Technical School for admission at the start of Grade 10. The three-year program is so arranged that the technical school students alternate their vocational-technical and academic instruction in two-week periods at the Bucks County Technical School and at the Neshaminy Senior High School.

The problem facing the Neshaminy Senior High School in regard to its academic program in English/Language Arts for the vocational-technical student is typical of that in many "home schools" throughout the Lower Bucks area. The vocational-technical student is alienated from the student body of the Senior High School for several reasons: (1) the structuring of his two-week academic program, (2) his unique status as a student at the Technical School, and (3) the limitations placed upon his participation in extra-curricular and other school activities. In addition, the present program is not designed to help these students cope with such fundamental problems of living as filling out forms, knowing where to turn in the community for assistance with purchasing problems (Better Business Bureau, for example), dealing with financial crises or crises of unemployment, hospitalization, etc.

A graduating vocational-technical student has a right to know the job resources offered in and around his community. Many students are limited in their appreciation of job possibilities; for instance, a student trained as a machinist will often not apply to an industrial plant that produces food products unaware of the number and variety of machines needed in order to produce packaged food.

We feel that the focus of our academic program must be shifted in order to give the student the necessary background to help him be successful in the working world. He must know how to read; he must be able to communicate coherently, but he must also know how to handle some of the complexities of today's daily life.

We feel that the new program we are attempting to develop, without neglecting the academic skills, will provide a closer relationship for the student between his academic world and his goals in the working world. We look upon the new project as a "school within a school" where we hope we can help these special students develop a needed sense of respectibility and feeling of worth and importance. We believe that this new program will encourage vocational-technical students to feel more comfortable in the surroundings of their "home school," serving on the Student Council as a representative, participating in class and school extra-curricular activities, and otherwise becoming active in the home school community.

II. OBJECTIVES

A. General purposes of the program:

1. To provide continuity in the vocational-technical student's academic program in Language Arts and communications.

2. To develop the vocational-technical student's skills in oral and written communication.

3. To provide a wide variety of experiences to enrich the cultural heritage of each vocational-technical student.

4. To develop in the vocational-technical student a sensitivity to and awareness of his present environment.

5. To provide opportunities for the vocational-technical student to become aware of his importance in school and society.

6. To utilize more effectively available community resources.

B. Specific Objectives

1. To provide continuity and sequential learning patterns in 9 two-week double period sessions at the home school.

2. To develop a realistic understanding of the need for language arts in the working world.

3. To guide pupils toward the self-realization that English is the basic tool of communication in all vocations.

4. To teach that language is a product not only of the classroom but of society generally, and that an employee must be prepared to communicate effectively in all situations outside the classroom.

5. To develop an understanding of the technical language of various occupations.

6. To develop in the student the realization that success or failure in the world today depends largely on how effectively one uses his communicative skills.

7. To develop a realistic attitude toward the dignity of all work and workers.

8. To develop attitudes of respect for/and cooperation with employers and fellow employees.

9. To involve the business community with the vocational-technical program at Neshaminy Senior High School by having representatives from the working world speak to students, discuss problems, answer questions, and review actual interview procedures.

10. To develop continuity in curriculum between the Bucks County Technical School program and the home school program.

11. To provide opportunities at the Neshaminy Senior High School for vocational-technical students to display their talents and skills in both language arts and vocational-technical fields.

12. To teach an understanding of life through the use of film as well as through literature.

13. To develop an innovative vocational-technical Language Arts academic program for the 9th grade.

14. To provide "hands-on" experiences for vocational-technical students in the academic program.

15. To circulate innovative lesson plans that seem particularly successful in aiding vocational-technical students to take their place in the world of work.

16. To provide exercises in developmental reading.

17. To provide an opportunity to study manuals and catalogues in an effort to determine if they are clearly written.

18. To provide opportunities for public speaking for each student.

III. PROPOSED PROGRAM ACTIVITIES

A. Provide students with vocabulary building experiences.

B. Teach the student to read at a functional level using instructional material.

C. Teach the student to communicate verbally by having public speaking units, debates, panel discussions, demonstrations, etc.

D. Train the student to use the library resources by assigning research work in his vocational-technical field. Have students refer to periodicals to determine new trends or machinery in their fields.

E. Provide opportunities for students to discuss relevant aspects of business and industry that pertain to the high school graduate with guest speakers from the world of work.

F. Have the Directors of Personnel come into classroom and review interviewing and hiring procedures with members of the class. Video-tape proceedings. Re-run the tapes during later classes in order to evaluate effectiveness of the applicant and review

ways to improve interviews.

G. Have students make up a job folder including academic programs, past jobs, letters of recommendation. Have students write letters of application for a job and mail them.

H. Familiarize the student with various legal forms demanded for government, industry, union, business, etc.

I. Have the students fill out a variety of forms such as social security, claims for disability and unemployment.

J. Familiarize the students with the idea of contracts. Have students read the small print.

K. Familiarize students with banking procedures. Plan a trip to a bank for explanation of savings, loans, checking, etc.

L. Introduce the students to problems faced by management. Help students to recognize their obligation to an employer.

M. Familiarize students with the concept of conglomerates. Have the students research numerous conglomerates.

N. Teach the students about the stock market. Invite brokers into classes to discuss stock investments.

O. Teach the students about hospitalization and old age retirement funds.

P. Have the students demonstrate their vocational-technical skills to the student body of the home school during special programs.

Q. Provide creative writing experiences for vocational-technical students.

IV. ANTECEDENT CONDITIONS

This newly designed sequential curriculum program will be used in all vocational-technical school student English sections, grades ten to twelve. Nine teachers working by

grade levels as a team will be teaching these students 4 "mods" daily and will be implementing comprehensive units of work in eighteen, two-week blocks.

V. CONTENT BY GRADE LEVELS AND UNIT BLOCKS

A. Grade Ten

1. Block One

a. Semantics

how words mean
how words affect us psychologically
propaganda (positive & negative judgments)
How are words manipulated to produce certain effect? (propaganda devices)
Reading newspapers and magazines
  news slanting
  editorializing
  advertising
  humor

Texts: Language in Thought and Action
How to Read a Newspaper

b. Literature - Poetry

Start with modern ballads and singles from advertisements displaying rhythmic patterns

  tapes of singles from T.V.
  have students submit their own selections

Progress to an awareness of figurative language

  Simile
  Metaphor
  Personification

How does the poets method of expression differ from ours?

Texts for Poetry: Designs in Poetry by Peterson
Records: Tomorrow Won't Wait - Crossroads Series, Noble & Noble.

Activities: Have students illustrate their favorite poem in some other medium.

Series of photos presenting a story
Records and individual readings
Short stories
Musical compositions

c. Composition (choosing words - and putting them together)
Composing different sentence patterns

Text: English Grammar and Composition (Warrier)

Use newspaper to show varied sentence patterns used by writers.
Begin work on topic sentence (clear statement of an idea).

2. Block Two

a. History of language

Structure and function of words

Look up romance of personal names
Panel to research words
Dictionary and index use
Make up "hip" dictionary - how words change

b. Literature

Continue with poetry unit.

Text: Breaking Loose (Crossroads Series)

Possibly have students with musical instruments write musical scores for the poems studied.

c. Composition (beyond the sentence)

Paragraph development

Developing ideas with facts, examples, and reasons.
Stressing unity and coherence in paragraphs.
Understanding sentence-to-sentence relationships.
Stay within the frame of a controlling idea.

Have students write a short paragraph developing a topic sentence with examples.

3. Block Three

   a. Library research unit in preparation for their introductory speaking experience (panel discussion).

      Students are to become familiar with available encyclopaedias, bibliographies, indexes.
      Reader's guide to Periodical Literature.
      Students must also be able to use the library card catalogues.
      Students must be taught to learn the technique of note-taking, gathering and recording information.
      Students should learn to translate information and ideas into their own words (paraphrase).

      Discussion (speech experience)

      Students will present gathered information on their chosen topic to the class. The discussion committee will be assigned to develop a speech evaluation chart.

   b. Composition - (continuation of paragraph development)

      Follow-up to discussion topics.
      Have students write paragraphs stating and supporting opinions from their discussion.

   c. Literature - Short Story Unit

      Introduce the narrative structure of the short story.

4. Block Four

   a. Literature - Short Stories (read and discuss)

      Texts: Short Stories, Christ & Shostak

      "The Adventure of the Speckled Band"
      "The Problem of Cell 13"

"The Invisible Man"
"The Open Window"
"A Struggle for Life"
"A Piece of Pie"
"A Piece of Steak"
"Wine or the Dessert"
"The New Kid"

Text: Perspectives

"Frame Upon the Highway"
"Without Words"
"Horatio"

Text: Designs in Fiction

"The Secret Life of Walter Mitty"
"The Sniper"
"By the Waters of Babylon"
"A Piece of String"

b. Letter Writing

Social Letter
Thank you notes
Invitations

c. Composition

Writing a narrative

Tell the story of one of your own experiences in a composition.

d. Vocabulary

Vocabulary building to be done in all blocks; however, vocabulary will come from literature and other work not any one textbook.

5. Block Five

a. Language conventions in composition.

Review of punctuation, capitalization. (Problems from student writing.)

b. Literature - Non-fiction and Biography

Text: Modern Short Biographies (Globe Book Co.)
Perspectives
Designs in Non-Fiction

c. Composition

Students write a character sketch (short).

d. Vocabulary

As always, taken from readings or Tech manuals.

6. Block Six

a. Morphology - formation and function of words

Possessives and their use

b. Literature

Text: Drama (modern) - Perspectives
"Five in Judgment" (T.V. drama)

Modern Plays: Hatful of Rain
Zoo Story
Death of Old Winter
The Male Animal
Arsenic and Old Lace
The Time of Your Life
Abe Lincoln in Illinois

Scope Magazine Plays

Possibly: Shakespeare (teacher's choice)
Merchant of Venice
Julius Caesar

c. Composition

Paragraphing - discussing the conflict in a specific play.

7. Block Seven

a. Building word power

Vocabulary from the novel
Work on any specific problems students are encountering in their composition writing e.g., run-on sentences - sentence fragments.

Possibly ditto paragraphs that need polishing and display them on the overhead. Have students make corrections.

b. Literature

The novel - introduce the novel.
Make students aware of how the novel differs from poetry, short story, and drama.

Make students aware of some of the more common techniques involved in the novel.

Texts: The selection of the novel to be read will be left to the teacher's discretion. The teacher must first become familiar with the ability of her students before she can definitely plan on using any certain novel.

The following novels are under consideration:

Never Cry Wolf
The Good Earth
Animal Farm
Ethan Fromme
Black Boy
Light in the Forest
Lord of the Flies
Call of the Wild

Possibly films dealing with one novel may be shown.

c. Composition

Descriptive paragraphs about settings in the novels, and characters in the novels.

8. Block Eight

a. Vocabulary

Continue working with form and function of words and continue vocabulary building with words from literature.

b. Literature - The Essay

Dealing with the expression of one's own ideas and feelings.
The reader is persuaded to accept the author's opinions.
Students must make judgments carefully - they must separate fact from opinion.

Text: Designs in Non-Fiction
Newspapers editorials
Magazine articles

c. Composition

Have students write interpretations of essays (newspaper editorials).

9. Block Nine

Probably some aspects of the first 8 blocks will not be covered because of lack of time. This material will, hopefully, be covered in Block 9. Also, Block 9 will be used for review and preparation for finals.

B. Grade Eleven

1. Unit One - (3-4 blocks, 12-16 weeks)
Theme: The Sea

a. Introductory

The semantics of "sea" - class development.
Film - "Evolution of Life From the Sea"

b. Literary Topic I

Hemingway's The Old Man and the Sea
Trip - Deep sea fishing off Jersey coast.
Film - Old Man and the Sea

c. Literary Topic II

Jonah as introduction to Melville's Moby Dick (condensed)
Guest Speaker - Mr. Macke on whaling.
Trip - Mystic Seaport, Mystic, Connecticut
Film

d. Creative Projects

Individual multi-media presentations offering interpretations of "Sea" theme in literature.

Slide presentation, background music, oral reading.

e. Unit Focus

Semantics - words as symbols and abstractions; motifs, journey techniques.
Mystical and religious connections to the sea.
Ecology - environment.
Genre and literary techniques (novel, poetry, film, short story).
The creative development of abstract ideas through symbolic means.

f. Materials - Literature

The Old Man and the Sea - Hemingway
Moby Dick - Melville
The Open Boat - Crane
"The Tide Rises, The Tide Falls" - Longfellow
"Annabelle Lee" - Poe
"The Landing at Plymouth" - Bradford
2001 - A Space Odyssey - Clarke
Jonah - Genesis - The Bible
Two Years Before the Mast - Dana
The Sea Wolf - London
The Narrative of H. Gordon Pym - Poe
M.S. Found in a Bottle - Poe
Benito Cereno - Melville
Billy Budd - Melville
The Encontadas - Melville
The Silent World - Cousteau
The Sea Around Us - Carson
20,000 Leaques Under the Sea - Verne
Mutiny on the Bounty - Nordoff and Hall
"The Wreck" - Fletcher
"Sea Lullaby" - Elinor Wylie

Audio-Visual Equipment:

16mm projector and screen
slide projector
record player
overhead projector

Films:

The Old Man and the Sea - (With Spencer Tracy)
Whaler Out of New Bedford - McGraw-Hill, 407640
Pacific Adventure - Associated Sterling
Land of the Sea - Associated Sterling
The Long Voyage Home

Music and Readings on Record:

Victory at Sea - RCA - Rodgers
"Tales of Brave Ulysses" - ATCO - Cream
Salty Dog - Procol Harem
2001 - A Space Odyssey - Sound track
Selections from Moby Dick - Orson Wells

Trip - Deep sea fishing off the Jersey Coast
Mystic Seaport, Connecticut

Speakers: Mr. Macke on whaling.

2. Unit Two (5-6 blocks, 20-24 weeks)
Theme: Americans Looking at America

a. Introductory

The semantics of "flag" - class development
Two basic questions:
"What is an American"? - St. John de Crevecoeur
"What's Happening to America"? - John Steinbeck

b. Focal Points of the Unit

An attempt to approach the unit theme of Americans Looking at America in five or six, two-week blocks, by loosely tracing the major trends of American social development chronologically.

Special emphasis will be given to the affects of a changing society on the concepts of freedom, discrimination, civil rights and morality.

(1) Block I - Objectives

An exploration of the reasons for the mass emigration to the New World and an examination of the conditions which resulted in the establishment of the United States.

(2) Block II - Objectives

An investigation of the attempts of Americans to achieve the ideals of the new nation.

A study of the regional conflicts which resulted in the Civil War.

(3) Block III

An examination of the social and industrial changes in the second half of the 19th century as Americans redefined and/or reaffirmed their goals.

(4) Block IV

An examination of the pressures of change as they have influenced the 20th century American.

(5) Block V

An examination of the 1960's and 1970's as a part of the American revolution and the American tradition.

c. Content and Materials

(1) Block I

"Mayflower Compact"
"Declaration of Independence"
"Constitution"
<u>The Crisis</u>
<u>Sinners in the Hands of an Angry God</u>
Film - <u>Americans for America</u>

(2) Block II

Irving's Sketchbook
Thoreau's "Where I Lived and What I Lived For"
Emerson's "Self-Reliance"
Hawthorne's "Young Goodman Brown"
Longfellow's "The Village Blacksmith"
Emerson's "Concord Hymn" and "Voluntaries III"
Longfellow's "The Arsenal at Springfield" and
"The Ship of State"
Crane's "The Red Badge of Courage"
Film - The Mockingbird

(3) Block III

Twain's Huckleberry Finn
O'Henry's Short Stories
Dickinson's "Some Keep the Sabbath"
"The Bustle in the House"
Film - Fadiman's Huckleberry Finn
The Autobiography of Lincoln Steffans

(4) Block IV

Sandburg's "Chicago" and "The People Speak"
Masters' Spoon River Anthology
Williams' Glass Meangerie
Steinbeck's Grapes of Wrath and "Flight"
Steinbeck's Of Mice and Men (drama)
Auden's "Unknown Citizen"

(5) Block V

Robinson's "Richard Cory"
Simon and Garfunkle's "Richard Cory"
Dylan songs
Rose - "Thunder on Sycamore Street"
Updike - "A & P"
Jarrell - "Death of a Ball-Turret Gunner"
King - "I Have a Dream"
Griffin - Black Like Me

(6) Block VI

Audio-visual materials: 16mm projector and screen, overhead projector, record player, filmstrip projector.

3. Unit Three - Technical Skills Emphasized in Each Unit Block

a. Block I

Semantics - logical thinking - symbolic process in language: words as symbols and signs.
Words as abstractions.
Vocabulary - technical and general
Composition - poems or stories in picture essay and mood writing.

b. Block II

Note-taking, notebooks, and the keeping of journals.
Vocabulary - technical and general
Composition - descriptive writing from:
Composition - Models and Exercises

c. Block III

Public speaking - extemporaneous and personal experiences.
Vocabulary - technical and general.
Composition

d. Block IV

How to fill out forms - especially bank forms and college applications.
Vocabulary - technical and general.
Composition - autobiography.

e. Block V

Library research - panel discussion
Vocabulary - technical and general
Composition

f. Block VI

Vocabulary - technical and general.
How to read trade manuals and catalogues.
Composition - letter writing mechanics and conventions - inquiries - typed.

g. Block VII

Letter writing - typed - orders and complaints.
Vocabulary - technical and general.

h. Block VIII

Logical thinking - semantics.
Introduction of rationalizations, facts, references, hypotheses, judgments.
Vocabulary - technical and general.
Composition.

i. Block IX

Vocabulary - technical and general.
Composition - open.

C. Grade Twelve

1. Block One

a. Introduction to history of English language.

Definition - Fact - an event in space and time which remains the same from different viewpoints.

(1) Scientific fact
(2) Personal Experience
(3) Historical fact
(4) Faith

In ordinary discussion, a fact is invariant as seen by competent observers.

Thirteen Fallacies

Conclusions:
(1) Over generalizations - jumping to one from one or two cases.
(2) Thin entering wedge - prediction.
(3) Getting personal. Forsaking issue to attack the character of its defender.
(4) "You're another." My point may be bad but yours is just as bad, so that makes it quits.
(5) If event B comes after event A then it is assumed to be result of A.

(6) False analogies - This situation is exactly like that situation - but it isn't - but it isn't.
(7) Wise men can be wrong. Clinching an argument by appeal to authority.
(8) Figures prove - A subclass of above, especially popular in America today.
(9) Appeal to the crowd. Distorting an issue with mass prejudices.
(10) Arguing in circles. Using a conclusion to prove itself.
(11) Self-evident truths. Trying to win an argument by saying "everybody knows" it must be true.
(12) Black and White. Forcing an issue with many aspects into two sides, and so neglecting important shades of gray.
(13) Guilt by association. Making a spurious identification between two dissimilar persons or events.

b. Vocabulary - Study of words through roots, prefixes, suffixes. (Teacher will make list of above - teacher and students will make up vocabulary list based on roots, prefixes and suffixes listed.)

It will be pointed out, incidentally, that words are of Greek, Latin, French origin - this will include giving some expressions that are common in use - Example: ad hoc; etcetera.

c. Literature - drama: Twelve Angry Men

d. Composition: The writing of experiences will be an outcome of the study of the thirteen fallacies - students will be given choices of several fallacies to be refuted. These will be done in short paragraph form.

2. Block Two

a. Continuation of vocabulary studies - formation of plurals, homonyms, synonyms, antonyms. Analogies - this will indirectly teach grammar, i.e., noun to noun, verb to verb.

b. Persuasive Writing

What is a good idea, an important problem, and a realizable solution?

(1) Pick an important problem.
(2) Work for a realizable goal.
(3) Pick an issue about which writer has a strong conviction.
(4) Select issue about which writer has - or can acquire a reasonable amount of knowledge.

In the above it is advisable that teacher suggest many topics that are in the developmental realm of the student.

c. Reading of Editorials

Newspaper and magazine editorials (team teaching approach).
Outcome - student will write own essay.

3. Block Three

a. Literature - Macbeth

Introduction to Elizabethean era and Shakespearian theatre.
Division of plays.
Definition of tragedy.
Read and discuss play.
Paraphrase soliloquies
(for lower group - teacher reads and paraphrases)

Records: A Man for All Times - Sir John Gulgud
Hamlet - Henry V - Olivier

Film: Brittanica Film

b. Writing experiences and vocabulary exercises related.

4. Block Four

a. Business forms

Job applications
Writing of resume'
Social Security
Income Tax (Speaker)
Establishment of Credit (Speaker - local bank)
Charge plate and credit cards

b. Consumer Education
(Speaker - Miss Jean Dever)

c. Literature - Short Story

Selected stories from Point of View
Stories by early writers and contemporary writers.

At this level stories are for pleasurable, meaningful reading for the adult high school student.

5. Block Five

a. Panel Discussion (Team Teaching)

Objectives: To be able to argue points from both sides of given question. Topics will be teacher directed with suggestions from students.

The above will require library research periods.

b. Literature - Ballads and Narrative Poetry

Selection at discretion of teacher - also geared to ability level of class.

6. Block Six

a. Drama - Book of Job, MacLeish's J.B.

The Bible as literature (team teaching)
Psalms
Other Bible stories
Legends
The Sleep of Prisoners (problem of good and evil)

b. Composition will evolve naturally from the above readings.

7. Block Seven

a. Comedy and Satire

Arms and the Man (Shaw)
"The Pussey Cat and the Expert Plumber Who Was a Man" (Miller)
Political satire and propaganda
"The Dissertation on a Roast Pig"
"A Modest Proposal" (Swift)

b. Composition experiences growing out of discussions.

8. Block Eight

a. Novel - Madame Bovary

Structure of a novel
Study of human frailty

This entire period of two weeks will be spent on the novel.

9. Block Nine

a. Completion of work folder

Job applications
Autobiography
Where am I?
Where am I going?
Summary of year's work

b. Composition: Projection into the next ten year work world.

ED 072176

APPENDIX F

INFORMATION COPY OF PROJECT PROPOSAL - PHASE I

(PROJECT NUMBER: 19-1032)

NESHAMINY SCHOOL DISTRICT
2001 OLD LINCOLN HIGHWAY
LANGHORNE, PENNA., 19047

CHARLES H. BRYAN Ed. D.
SUPERINTENDENT

757-6901
AREA CODE 215

August 31, 1971

Bureau of Vocational-Technical
and Continuing Education
Research Coordinating Unit
Department of Education
Harrisburg, Pennsylvania 17126

Attention: Dr. Furman Moody

Dear Dr. Moody:

In compliance with requirements outlined in Section 141-900 of the School Administrators' Handbook, we submit herewith a Research Related Exemplary Pilot Project Proposal for the purpose of improving the academic support program for the vocational-technical school students of Neshaminy School District.

The purpose of the project is to develop a more relevant and utilitarian English/Language Arts and Communications Media program and generally improve the instruction in our vocational-technical school English classes.

Very truly yours,

J. E. Ferderbar
Assistant Superintendent
for Instruction

JEF/dh
Enclosures

Commonwealth of Pennsylvania - Department of Education

PDE USE ONLY	Fiscal Year	School Unit	Project Number	Date Rec'd

VOCATIONAL EDUCATIONAL APPLICATION
SPECIAL CATEGORY PROGRAMS

DEBE-131 (1/71)

(Check Appropriate Block)

- ☐ Disadvantaged (Part A)
- ☐ Post Secondary (Part B)
- ☐ Ancillary (Part B)
- ☐ Research and Related (Part C)
- ☒ Exemplary (Part D)
- ☐ Consumer and Homemaking (Part F)
- ☐ Cooperative Education (Part G)
- ☐ Other

EXPENDITURE BY LOCATION

- ☐ SMSA
- ☐ Central City
- ☐ NonSMSA
- ☐ Economic Depressed
- ☐ Model Cities
- ☐ Other

APPROVED AMOUNT OF FEDERAL REIMBURSEMENT

$

INSTRUCTIONS: Submit original and four copies. See School Administrators' Handbook 141-900 for detailed instructions.

Program: EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS

Duration of Program: From SEPTEMBER 1, 1971 To JUNE 30, 1972

Educational Agency: NESHAMINY SCHOOL DISTRICT

Address: 2001 OLD LINCOLN HIGHWAY, LANGHORNE, PENNA. 19047

County: BUCKS

Telephone Number: (215) 757-6501

Project Number (If this is a continuation of a previously approved project)

VOCATIONAL FIELD

- ☐ Trade & Industrial
- ☐ Agricultural
- ☐ Business
- ☐ Distributive
- ☐ Consumer & Homemaking
- ☐ Health
- XX Technical Education
- ☐ All Fields

ENROLLMENT

SECONDARY				POST SECONDARY							
Program	Male	Female	Total	Program	1st Year		2nd Year		Total	
					Male	Female	Male	Female	Male	Female
Regular	315	110	425	Regular						
Disadvantaged				Disadvantaged						
Handicapped				Handicapped						
Other *				Other *						

Total Application Cost	Local Cost	State Cost	Federal Cost
$ 64,192.90	$ 45,245.00	$ -	$ 18,947.90

The Assurance of Compliance with Title VI of the Civil Rights Act dated FEBRUARY 5, 1965 applies to this application.

SUMMARY

AN EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS - A PILOT PROJECT PROPOSAL TO THE BUREAU OF VOCATIONAL TECHNICAL AND CONTINUING EDUCATION (BVTCE) AND THE RESEARCH COORDINATING UNIT (RCU), DEPARTMENT OF EDUCATION, COMMONWEALTH OF PENNSYLVANIA, FOR SUPPORT FUNDING OF AN EXEMPLARY PILOT PROJECT.

*- Explain

APPROVED BY	Signature, Person Responsible for Project	Title	Date
	Dr. Joseph E. Ferderbar	Assistant Superintendent for Instruction	August 21, 1971
	Signature, Chief School Administrator, Local Agency	Date	Signature, Chief School Administrator, Area Planning Unit	Date
	Dr. Charles H. Zeyss, Superintendent	Aug. 21, 1971		

PDE REVIEW AND APPROVAL

Regional Chief of Vocational Education Field Service (Signature and Date)	Review Committee (Signature and Date)	State Director of Vocational Education (Signature and Date)

CATEGORIES/ITEMS	AMOUNT TO BE EXPENDED			TOTAL	PDE USE ONLY
	LOCAL	STATE	FEDERAL		APPROVED FEDERAL AMOUNT
1. Instructional Salaries					
a. Instructional Salaries Only					
b. Employe Benefits (includes employe share of retirement, workmen's compensation and social security)					
TOTAL					
2. Instructional Equipment					
a. Equipment Costs					
TOTAL					
3. Other Instructional Costs					
a. Rental of space	-				
b. Utilities				-	
c. Custodial Services	5,197.00	-	-	5,197.00	
d. Transportation Expenses of Vocational Students (See Attached)	-	-	900.00	900.00	
e. Accident and Liability Insurance for Trainees and Employes (as services relate to activities dealing directly with voc. ed.)					
TOTAL	5,197.00	-	900.00	6,097.00	
4. Guidance and Counseling					
a. Salaries	16,455.00	-	-	16,455.00	
b. Employe Benefits					
c. Other Expenses (includes prevocational group guidance)					
TOTAL	16,455.00	-	-	16,455.00	
5. Administration, Supervision and Evaluation					
a. Salaries	2,858.00	-	-	2,858.00	
b. Employe Benefits					
c. Travel	50.00	-	-	50.00	
d. Equipment (not instructional) and Supplies					
e. Communications and Utilities					
f. Other Related Costs (identify)	438.00	-	-	438.00	
TOTAL	3,346.00	-	-	3,346.00	
6. Research and Demonstration					
a. Salaries					
b. Employe Benefits					
c. Travel					
d. Equipment and Supplies					
e. Communications and Utilities					
f. Other Related Costs (identify)					
TOTAL					
7. Curriculum Development					
a. Salaries (See Attached)	6,885.00	-	8,610.00	15,495.00	
b. Employe Benefits (See Attached)	2,161.00	-	702.00	2,863.00	
c. Travel (See Attached)	-	-	450.00	450.00	
d. Equipment and Supplies (See Attached)	7,601.00	-	5,825.00	13,426.00	
e. Communications and Utilities (See Attached)	3,600.00	-	660.00	4,260.00	
f. Other Related Costs (identify) (See Attached)	-	-	1,800.00	1,800.00	
TOTAL	20,247.00	-	18,047.00	38,294.00	
PROPOSED COSTS (Items 1 through 7)	45,245.00	-	18,947.00	64,192.00	

REMARKS

ITEMIZED EXPLANATIONS OF FEDERAL SUPPORT FIGURES

3. d. Transportation Expenses of Vocational Students

Field trip bus service for vocational-technical school classes.	$900.00
Total (3)	900.00

ITEMIZED EXPLANATIONS OF FEDERAL SUPPORT FIGURES (CONTINUED)

7. a. Salaries

(1)	2 Week June Workshop Time - 11 teachers for 10 days @ $30.00 a day. (including two liaison teachers from Upper and Middle Bucks County School Districts)	$ 3,300.00
(2)	4 Saturday Workshops - 11 teachers for 4 half-days @ $15.00 per half-day.	660.00
(3)	9 Evening Work Sessions - 11 teachers for two hours @ $5.00 per hour.	990.00
(4)	36 Days of substitute pay @ $35.00 per day (to reimburse the school district for substitutes so that project teachers can visit Vocational-Technical School and Delaware Valley industries and businesses).	1,260.00
(5)	Clerical Salary - one-half salary of clerk-typist for services rendered for 90 school-working days.	2,400.00
	Total 7a	$ 8,610.00

7. b. Fixed Charges

	Employer Share of Employee Benefits	$ 702.90
	Total 7b	702.90

7. c. Travel

	District travel allowance @ $.10 per mile for reimbursement of project participants.	$ 450.00
	Total 7c	450.00

ITEMIZED EXPLANATIONS OF FEDERAL SUPPORT FIGURES (CONTINUED)

7. d. Equipment and Supplies

Additional Instructional Equipment for Instructional Experimentation:

1 ea.	Cassette Tape Recorder - Wollensack, Model 2520AV.....	170.00
1 ea.	Technitilt Screen.....	120.00
1 ea.	Polaroid Land Camera.....	200.00
1 ea.	16mm Graflex-820, Motion Picture Projector..	799.00
1 ea.	Viewlex, Model V-25 Filmstrip Projector.....	130.00
1 ea.	8mm Motion Picture Camera - Ektagraphic 120.	130.00
1 ea.	Carousel Slide Projector, Kodak, AV310Z, Ektagraphic Model B..... (with tray, case & remote control cord)	203.00
1 ea.	8mm Motion Picture Projector - Kodak, Ektagraphic 120.....	135.00
1 ea.	Kodak Ektagraphic Visual Maker-AV415.....	113.00
		$ 2,000.00

Textbooks, reference books, tapes, film, film processing, film rentals, filmstrips, film loops, models, individualized study materials, vocational-technical trade periodicals, simulations, games, etc., for 425 vocational-technical school students, @ $9.00 per student..... 3,825.00

Total 7d $ 5,825.00

7. e. Communications and Utilities

Installation and monthly rental charge of Bell-Telephone speaker-phone equipment in 3 of the project classrooms (1 classroom at each grade level). 660.00

Total 7e $ 660.00

7. f. Other Related Costs

(1) Professional Resources Library	300.00
(2) Office Supplies in Support of Instruction and Dissemination	500.00
(3) Honoraria for 10 Days of Consultant Services	1,000.00
Total 7f	$ 1,800.00

TOTAL (7) $ 18,047.90

I. A. Descriptive Title

An Exemplary English/Language Arts Curriculum Development Program for Vocational-Technical Education Students - a Pilot Project Proposal to the Bureau of Vocational Technical and Continuing Education (BVTCE) and the Research Coordinating Unit (RCU), Department of Education, Commonwealth of Pennsylvania, for support funding of an Exemplary Pilot Project.

B. Applicant

The Neshaminy School District
2001 Old Lincoln Highway
Langhorne, Pennsylvania 19047

Phone: (215) 757-6901

C. Institution Involved

The Neshaminy Senior High School
2001 Old Lincoln Highway
Langhorne, Pennsylvania 19047

Phone: (215) 757-6901

D. Project Dates

Phase I - Program Development Phase - September 1, 1971 through June 30, 1972

Phase II - Implementation and Refinement of Curriculum Model Developed - July 1, 1972 through June 30, 1973

E. Estimated Budget Figure

$18,947.90

II. PROJECT ABSTRACT

A. A proposed Exemplary English/Language Arts Curriculum Development Program Pilot Project of the Neshaminy Senior High School, Langhorne, Pennsylvania, for the development of a more relevant and utilitarian academic support program in the English/Language Arts and Communications Media for Neshaminy students enrolled in the Lower Bucks County Vocational-Technical School program as well as for students in a similar program throughout the Commonwealth of Pennsylvania.

B. Submitted by: Neshaminy School District
2001 Old Lincoln Highway
Langhorne, Pennsylvania 19047

C. Total funds requested: $18,947.90 - Phase I

D. Proposed beginning and ending dates:

Phase I - September 1, 1971 through June 30, 1972

Phase II - July 1, 1972 through June 30, 1973

E. Explorations made by our English staff, the administrative and guidance staffs and our Neshaminy Board of School Directors point up the need for new modes of teaching these vocational-technical school students. The disenchantment of these "special" students has been typified in their attitudes toward school and their general lack of self-respect.

The teachers of these students feel a deep sense of responsibility to them and an urgent need to become more sensitive to how they can best equip themselves to work with them. They feel strongly that the present communication between the faculty of the home school and that of the technical school is ineffective and needs to be improved.

It is the sincere hope of this group of teachers who have committed themselves to the development of this project proposal, that they can be instrumental in developing a dynamic curriculum program for these career-minded young people - a program designed especially for them.

Further, it is their intent, that the "end product" of their efforts will be a relevant and meaningful English-communication arts program outline - that could serve as a model curriculum

program for teachers in other school districts that may be experiencing the same problem Neshaminy School District has faced.

The results of the project could well be of value beyond the bounds of Bucks County and, hopefully, will prove beneficial to the great percentage of "non-college bound" students other than those 12.5% who are attending our technical school.

III. BODY: The Nature of the Project

A. The Problem

The problem facing the Neshaminy Senior High School in regard to its academic support program in English/Language Arts for the Vocational-Technical student is typical of that in many "home schools" throughout the Bucks County area. The vocational-technical student tends to feel alienated from the student body of the Senior High School. The causes of this alienation are threefold: (1) the unique status he has as a student of the Technical School which places limitations upon him in his home school, (2) the structuring of his academic "support" program, and (3) the seeming irrelevance of his academic program. His existing language arts curriculum proves inadequate to his interests, abilities, and goals. As a result, this vocational-technical student is for the most part afflicted with a sense of inferior personal worth.

B. Background Information

1. On April 2, 1970, a preliminary meeting was held in Conference Room "C" at the Neshaminy School District Administration Building in order to explore the problem of preparing a relevant English curriculum program for our vocational-technical students. The following people attended: Dr. Charles H. Bryan, Superintendent of Neshaminy School District; Mr. Mandel, Assistant Principal, Bucks County Technical School; Dr. Kenneth King, Principal, Neshaminy Senior High School; Dr. Stanley Howell, Assistant Principal, Neshaminy Senior High School; Mr. William E. Macht, Coordinator of Pupil Personnel Services, Neshaminy School District; Mr. Eugene L. Webster, Coordinator of English/Language Arts and Social Studies, Neshaminy School District; interested senior high school teachers and guidance counselors.

2. On Wednesday, April 8, 1970, Mr. Eugene L. Webster and Mr. Peter Hadley, Guidance Counselor for Vocational-Technical students at Neshaminy Senior High School, met

with Mr. Benjamin Shapiro, Director of Vocational-Technical Curriculum Laboratory at Rutgers University, New Brunswick, New Jersey, to discuss the academic program, teaching strategies and teaching materials that could be used with vocational-technical students.

3. On Wednesday, April 15, 1970, a second planning session was held at the Neshaminy Senior High School. In attendance were the following: Mrs. Annette Guenther, Language Arts and Reading Consultant for Bucks County Public Schools; Dr. Stanley Howell, Mr. William Macht, Mr. Eugene Webster, Mr. Peter Hadley, and Mrs. Elizabeth Hetman, English Department Chairman at the Neshaminy Senior High School. Also attending were several English teachers: Mrs. Herr, Mrs. Helicke, Mrs. Waldron, Mrs. McGinley, and Mrs. Schieb.

4. On April 20 through April 24, 1970, in Trenton, New Jersey, Mr. Eugene Webster, Mr. Peter Hadley, and Mrs. Helen Waldron, represented the Neshaminy School District at the national workshop Institute VIII, held for the Improvement of Occupational Orientation Programs for High School Students. Resource consultants serving the institute included: Dr. Gene Bottoms, Associate State Director, Vocational Education, Department of Education, Atlanta, Georgia; Mr. Arlen J. DeVito, Supervisor, Industrial Arts Department, Board of Education, City of New York; Mr. Ozzie Hackett, Instructor, Philadelphia Youth Development and Day Treatment Center, Philadelphia, Pennsylvania; Mr. Robert Irving, Chairman, Industrial Arts Department, Meadowbrook Junior High School, Newtown Centre, Massachusetts; Mr. David Pritchard, D.V.T.E., United States Office of Education, Washington, D.C.; Mr. Benjamin Shapiro, Director, Curriculum Laboratory, Department of Vocational Education, Rutgers University, New Brunswick, New Jersey; Mr. Warren Smith, Director, Nova Schools, Fort Lauderdale, Florida; Mr. John W. Stahl, Program Officer, V.T.E., United States Office of Education, Region II; Dr. Marjorie Stewart, Chairman, Home Economics Education, University of Kentucky, Lexington, Kentucky; Mr. Errol J. Terrell, Consultant, Program Development, State Department of Education, Hartford, Connecticut; Mr. Paul L. Vance, Principal, Clarence E. Pickett Middle School, Philadelphia, Pennsylvania; and Mr. Lorin V. Waitkus, Research Associate, Ohio State University, Columbus, Ohio.

The participants spent an afternoon at the Philadelphia Day Treatment Center meeting the staff, asking questions, and visiting classes in session. In addition, they were

guests of the Katzenbach School for the Deaf, an outstanding vocational institution of national recognition in Trenton, New Jersey.

5. April 28, 1970, Mr. Sauer of Pennsylvania State Department of Education, offered guidance in developing the pilot project proposal.

6. April 30, 1970, six English teachers, who had either expressed interest in the Neshaminy Senior High School Technical School program or who had teaching experience with the vocational-technical students, were selected to serve on a special curriculum committee: Mrs. Helicke, Mrs. Herr, Mrs. Hopf, Mrs. McGinley, Mrs. Pearlberg, and Mrs. Helen Waldron (Chairman). These six teachers participating in this Pilot Program will develop the academic English program for all vocational-technical students at the Neshaminy Senior High School.

7. Mrs. Annette R. Guenther, Bucks County Language Arts and Reading Consultant, met with Mrs. Elizabeth Hetman, English Department Chairman at Neshaminy Senior High School, and the newly established committee in order to discuss the development of the new programs as a pilot project for the district.

8. A June meeting was held at the Bucks County Technical School at the request of the Neshaminy vocational-technical curriculum committee. Mr. Eugene Webster, Mrs. Helen Waldron, and Mrs. Darlene Helicke outlined the objectives of the pilot program to Mr. Schaffer, Principal of the Bucks County Technical School and Mr. Mandel, Assistant Principal. Both expressed enthusiasm for the proposed project and offered advisory assistance.

9. On June 3, 1970, information about procedures for applying for State assistance for our proposed "pilot project" was requested from Dr. Smink of the Pennsylvania State Department of Education.

10. Dr. Charles H. Bryan, Superintendent of the Neshaminy School District, attended the Annual Conference of the Department of Vocational and Practical Arts Education held in Tamiment in the Poconos, Pennsylvania, during June, 1970.

11. Several members of the new curriculum committee met at two all-day sessions during July at the home of Mrs.

Helen Waldron in order to work on the new program proposal.

12. July 26 - 30, 1971, Neshaminy District hosted the Bucks County Summer Workshop No. 9 - "The Development of Guidelines for a Technically-Oriented English Curriculum."

13. In August, 1971, members of the Neshaminy Senior High School vocational-technical education curriculum committee continued work on the new program proposal at a workshop provided by the Neshaminy School District.

14. From the beginning of the 1970 school year to the present, this group continued to refine the proposal and evaluate the existing English program.

C. Project Objectives

1. To improve the self-image of the vocational-technical school student, as well as his attitude toward both the home school and the vocational-technical school.

2. To provide committed English/Language Arts teachers of the Neshaminy District's vocational-technical school students an intensive professional growth program which will insure them opportunities for experimenting with new teaching strategies, learning materials and equipment, and class organizational designs.

3. To provide these project teachers an opportunity to become more intimately acquainted with the vocational-technical school programs of their individual students and develop strong ties with the vocational-technical school staff.

4. To develop "micro-courses" which summarize objectives, activities, learning strategies employed and materials and equipment used in a sequentially structured English/Language Arts program of experiences that will be more relevant to vocational-technical school student's needs.

5. To develop means and methods of using the results from this model project to lend direction for the inclusion of the other academic disciplines in the support program of the parent school, i.e., the social sciences, mathematics, science, etc.

6. To share the results of this pilot project with other school districts working with the Lower Bucks County and Upper and Middle Bucks County Technical Schools.

D. Procedures and Time Schedule

1. General Design

September 1, 1971 - The beginning of monthly visitations between Neshaminy English staff members teaching technical school students and the Lower Bucks Technical School staff members who also teach Neshaminy students.

The processing of purchase requests for experimental materials and equipment to be tested with Neshaminy students for purposes of evaluation.

The installation of Bell Telephone equipment - speaker phones and line - into a technical-English classroom for each grade level - tenth, eleventh, and twelfth. This equipment will be used both for in-service training sessions for teachers, bringing community resources into the classrooms, and furthering experimentation in such teaching strategies as team approaches to learning-teaching experiences, etc.

Resource reading and discussion of professional materials made accessible to project English teachers in Project Resources Library to be "set up" in the High School English office.

October 1, 1971 - December 31, 1971 - The beginning of planned professional growth and development sessions for project English teachers on the use of media, machines, and other "non-print" materials for teaching communication arts skills.

The beginning of classroom experimentation with new learning-teaching materials, equipment, resources, and teaching-learning strategies.

The simultaneous preparation of slide-tape record of progress of the project as it develops. The development of evaluation instruments for the project: student evaluation surveys, teacher evaluation reports, administration evaluation instruments and other testing devices.

Project teacher visitations to the Lower Bucks Technical School.

January 1, 1972 - April 30, 1972 - The shaping and publishing of resource units that summarize objectives, activities, learning strategies employed and materials and equipment used in successful language-communication arts experiences scheduled as "micro-courses" or teaching units.

The beginning of evaluation of the new classroom experiences "models" - with student evaluation forms and other evaluation instruments prepared earlier.

Project teacher familiarization visits to banking, industry and business establishments in the Delaware Valley area, and the use of the Bell-Tel speaker phones to "bring" prominent, but busy resource people from the work community directly into the classrooms.

Development of community resources that can support students and teachers in the classroom as they work for more truly meaningful and relevant language communications experiences.

Continued experimentation with "micro-teaching" or "mini-course" development and further refinement of strategies to be used in providing meaningful units of work in the language-communications area (individualized instruction, "contract learning experiences", student-to-student teaching-learning projects, independent study, elective options, etc.).

Continued work on instruments for dissemination of results of the project.

May 1, 1972 - June 15, 1972 - Final student evaluation of the project - surveys, taped interviews, test devices to measure degree of success in achieving objectives.

Planning for final summer workshop.

Last Two Weeks of June, 1972 - Finalization Workshop - teacher and administrator evaluation, the preparation of final reports, the development of dissemination devices (descriptive information brochures, slide tape summarization of the project, and published "working copies" of resource units prepared throughout the project).

2. Population and Sample

The Neshaminy Senior High School, located in the Delaware Valley of Lower Bucks County, is situated between the two highly industrialized cities of Philadelphia, Pennsylvania and Trenton, New Jersey. United States Steel is located in nearby Fairless Hills, Pennsylvania, and many other industries such as General Electric, Atlantic Products, Nabisco, and Rohm and Haas are located nearby. The school serves Hulmeville, Langhorne Borough, Langhorne Manor, Levittown, Penndel, Middletown Township and Lower Southampton Township.

Neshaminy Senior High School students interested in vocational-technical educational training may apply for admission to the Bucks County Technical School at the start of grade 10. The three-year program is so arranged that the technical students alternate their vocational-technical and academic instruction in two-week periods at the Bucks County Technical School and at the Neshaminy Senior High School, respectively.

3. Data and Instrumentation

Not applicable.

4. Analysis and Evaluation Procedures

a. Pre and post project surveys taken of parents and students to assess satisfaction with and approval of the learning experiences and instructional modes to be developed during the project.

b. Observations of students interactions with each other and reactions to their learning activities maintained on anecdotal records.

c. Survey of student evaluations of their independent and/or group learning activities in the project.

d. Teacher reports written at the inception of the training program contrasted with similar reports written by participating teachers at the conclusion of the project.

e. Periodic observation reports of the project by the project coordinator.

f. Comparative assessment reports of student achievement levels prior to and after the project.

5. Time Schedule

Phase I - Program Development Phase - September 1, 1971 through June 30, 1972

Phase II - Implementation and Refinement of Curriculum Model Developed - July 1, 1972 through June 30, 1973

E. Dissemination

1. Orientation and on-going briefing programs will be developed for the School Board, the school staff and for parents of vocational-technical school students.

2. Parents of students in the program will be invited to attend classes with special efforts made to stimulate interest by designating visitation days.

3. A slide-tape record of the project's progress will be made available to all sectors of the community (P.T.A., service organizations, etc.) and will, as well, be utilized in inservice activities and briefings of other school districts expressing interest in our project.

4. Periodic information bulletins will be sent to neighboring schools and schools of other districts in Bucks County (including all three vocational-technical schools).

5. Close liaison will be maintained with the Bucks County Office of Education through progress reports.

6. News releases to the press.

7. Liaison contacts with all three vocational-technical schools and English teachers in the academic support "home" schools throughout the County.

8. Quarterly reports to the BVTCE and RCU, Department of Education, Harrisburg, Pennsylvania.

9. Final formal report and published curriculum outlines for English/Language Arts "mini-course" or self-contained blocks or units of work.

F. Personnel

1. Neshaminy School District Board of School Directors.

2. Dr. Charles H. Bryan, Superintendent, Neshaminy School District.

3. Dr. Joseph E. Ferderbar, Assistant Superintendent for Instruction, Neshaminy School District.

4. Mr. Eugene L. Webster, Coordinator, English/Language Arts-Social Studies (K-12), Neshaminy School District.

5. Mr. William Macht, Coordinator, Pupil Personnel Services, Neshaminy School District.

6. Dr. David Marrington, Principal, Neshaminy Senior High School.

7. Dr. Stanley Howell, Assistant Principal, Neshaminy Senior High School.

8. Mrs. Elizabeth Hetman, English Department Chairman, Neshaminy Senior High School.

9. Participating Teachers:

Mr. Ronald Fahnestock
Mrs. Marsha Franks
Mrs. Ruth Hopf
Mrs. Anita Jenkins
Mrs. Ann McDonald
Mrs. Regina McGinley
Mrs. Kathleen Pearlberg
Mr. David Proven
Mrs. Helen Waldron (Chairman of the Group)

10. Mr. Peter Hadley, Guidance Counselor, Neshaminy Senior High School.

11. County Consultants and Advisers:

Dr. Raymond Bernabie, Director, Curriculum and Instruction Services, Bucks County.

Dr. James Ross, Director of Federal and State Liaison Services, Bucks County.

Mrs. Annette R. Guenther, Language Arts and Reading Consultant, Bucks County

12. Technical School Consultants:

Mr. Walter Wronoski, Principal, Lower Bucks County Technical School.

Mr. Frank E. Einsinger, Principal, Middle Bucks County Technical School.

Mr. Joseph J. Vallone, Principal, Upper Bucks County Technical School.

Mr. Herbert Mandel, Coordinator of Adult Education, Lower Bucks County Technical School.

13. Other Consultants:

Mr. Benjamin Shapiro, Director of Vocational-Technical Curriculum Laboratory, Rutgers University.

Representatives from business and industry.

Two liaison teachers selected from Upper and Middle Bucks School Districts as well as staff members from all three vocational-technical schools.

G. Facilities

Existing classroom facilities will be used at the Neshaminy Senior High School.

The nine teachers will work as grade level teams, share parallel modular schedules for two double-blocks of time or four "mods" every morning. Each grade level team will be in its respective grade level school area in rooms adjacent to or across from each other. Classroom fixtures (desks, tables, etc.) will be movable for purposes of flexibility in arrangements.